

## Point of View

By James W. Schnotter

**T**HE WORLDWIDE UNRAVELING of Communism gives American business schools a unique opportunity to redeem themselves at a time when graduate management education is being criticized as never before. By offering their services to regions just discovering capitalism, these schools can serve countries that now crave what they touch and also demonstrate their relevance to American corporate executives who have been increasingly critical of business-school graduates.

Hardly a month passes without a new article in the business press lamenting the narrow, overly quantitative focus of graduate business curricula, the irrelevant research done by business schools' faculty members, and the inability of graduates to grapple successfully with the nation's economic problems. Reporters gleefully interview unemployed graduates of business schools and pump corporate executives for inflating comments about their employees with masters degrees in business administration.

At the same time, schools offering MBA's are seriously re-examining their programs. In the past three years, two major national associations of business schools have issued reports challenging their members to reform. For the first time, American schools are seeing their European counterparts as serious competitors for business students from around the world. Across the nation, schools ranging from small colleges to industry flagships, including the Wharton School of Business at the University of Pennsylvania and the University of Chicago's Graduate School of Business, are rushing to make changes in their academic programs.

These changes are occurring both inside and outside the classroom. Some schools have revised their required curricula to include attention to subjects such as cultural diversity, global business operations, and effective negotiating. Others are developing off-campus, outward-bound-type leadership programs or sponsoring international trips for groups of students. Still others are adding experts from outside the traditional business disciplines to their faculties. All are attempting to address the challenges of preparing new graduates for leadership in a tough global economy and in flatter, less-hierarchical business organizations that will employ a more culturally diverse work force.

Schools that do not respond to the dramatic changes taking place in their environment may see their enrollments decline as their graduates become less desirable in the job market. Even those that do change will find themselves working fiercely to attract students and place them in corporate positions.

Although competition for students may remain intense, two new directions that American business schools might take to improve their long-range outlook are apparent.

Last summer, the first 40 members of the MAA Enterprise Corps left for assignments in Eastern Europe. The Enterprise Corps was formed by a consortium of 20 well-known business schools; it places new MBA graduates in 18-month work assignments with companies in Hungary, Poland, and Czechoslovakia. The group has surprised even its strongest supporters by the speed with which it has raised funds, recruited members, and signed up East European employers. The first class of Enterprise Corps members work at 35 different organizations in Eastern Europe; a second class now is being selected that will depart at the end of the summer.



## Business Schools After the Cold War

By serving East Europe, they can play a key role in one of the great dramas of the century

The Enterprise Corps benefits everyone involved. Corporate donors and officials of the U.S. Agency for International Development provided support because they saw the corps as the perfect vehicle to assist countries of the former Communist bloc that are attempting to shift their companies from government to private control. East European businesses jumped at the chance to hire enthusiastic young Americans with strong technical skills in accounting, marketing, finance, and operations. The graduates, who are interested in international business and facing a tough job market at home, saw the experience as a perfect way to differentiate their skills from those of other business-school graduates and have an adventure as well.

This year the Enterprise Corps intends to recruit 100 graduates. Four more schools have joined the consortium during the past 12 months, and others have petitioned for membership. Requests for assistance have arrived from the newly independent Baltic states, Ukraine, and Russia. Clearly there is more demand than the Enterprise Corps alone can serve; opportunities for other consortia or for individual schools abound.

**M**Y SECOND GLIMPSE of a possible new course for business schools occurred during a recent visit by 27 industrial managers from the former Soviet Union to Cornell University's Johnson Graduate School of Management. During a two-week educational program that included classroom lectures and visits to factories and businesses, the managers lost their almost romantic view of the workings of capitalism and began to understand the difficulty of the road ahead of them in converting to a market economy. They quickly understood the complexities of business today and how much they needed to learn. Cornell professors, in turn, were gratified at the close attention being paid to their lectures—closer attention than they were accustomed to in the typical classroom.

These examples suggest that business schools have

knowledge that may become increasingly valuable. Management schools speak the universal language of the post-cold-war world—not English, but business. As huge sections of the world move toward free markets, the global demand for business education seems bound to explode. Further, the technical, nuts-and-bolts skills that some critics claim overwhelm the curricula of business schools are exactly what officials attempting to reform formerly controlled economies need. While such basic subjects as accounting and finance alone may be insufficient to allow graduates to achieve success in American board rooms, they will be crucial to reforming and establishing businesses in Eastern Europe and the former Soviet Union during the next few decades.

Finally, because of their positions as non-profit gateways between corporations and academe, business schools are in a good position to play an immediate role in the process of international economic growth and reform. The demands of long-term profitability that constrain Western corporate investment in the former Eastern bloc do not apply to these schools; they can move quickly and creatively to add business executives abroad. Such help can include crash courses in the basics of business for former Communist-bloc managers, held both here and abroad; on-site technical assistance through mechanisms like the MAA Enterprise Corps; and aid in developing new Western-style schools of management in the former Communist bloc.

**W**ORKING with corporate partners and local chambers of commerce, business schools can help develop exchanges and other educational programs to assist American executives, as well as students, in gaining experience in the region. Through such ventures, they can not only generate mutual understanding and expertise but also introduce potential commercial partnerships each other without the pressure to make business deals. Such introductions can spur economic development both at home and overseas.

These initiatives will require additional resources, but this should not be an insurmountable hurdle. Such projects are especially relevant to the federal government's commitment to develop democracy and free markets in Eastern Europe and the former Soviet Union, a task that should interest foundation and corporate sponsors as well. And the opportunity to play a direct role in one of the great dramas of our century cannot help but attract students, perhaps ones who never before considered an MBA.

Pursuing activities such as these will not be easy for American business schools. Broadening their missions and serving new customers from different cultural and economic backgrounds will require new flexibility and creativity from both administrators and faculty members. Expertise on subjects such as development economics, the logistics of privatization and joint ventures, and East European languages may have to be imported from elsewhere on the campuses, from corporations, or from abroad. Yet for many business schools, such expansion may well mean a more successful future than any of their current critics or defenders now imagine is possible.

James W. Schnotter is associate dean of the Johnson Graduate School of Management at Cornell University.

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of Higher Education.April 1, 1992 • \$2.75  
Volume XXVIII, Number 30Quote,  
Unquote

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"Our national fixation on rights and our national conception of them—freedoms and consequences that have no partisan affiliations—are dysfunctional and clattered."

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"Being treated as 'at risk' confirms their worst fears."

A professor, an anecdotal programs for black schoolchildren: A5

"If you're going to discuss the significance of Super Tuesday, you discuss it at your peril if you don't understand the religious dimension of the American South."

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"The emergence of the early drug movement was a classic effort of religious revival that was missed by anti-drug American clinicians."

A psychology professor who studies religious experiences: A8

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House Votes to Approve  
Higher Education Act;  
Bush Threatens Veto

By THOMAS J. DELAUGHRY

WASHINGTON

By a vote of 365 to 3, the House of Representatives last week approved legislation to reauthorize the Higher Education Act. The overwhelming margin for the five-year, \$100-billion bill indicated a strong Republican support—despite a promise from President Bush to veto the legislation.

The bill was voted on by three Republicans: Philip M. Crane of Illinois, John F. Dowd of California, and Bob Stump of Arizona.

The House action, coming five weeks after the Senate approved its higher-education bill, moved the reauthorization process—which began 30 months ago—into its final phase. Delegates from the House and Senate are expected to meet in the next few weeks to work out a compromise between the two bodies' versions of the bill.

## White House Opposes Pilot Project

Lawmakers here in mid-September, when the President by June, when the Appropriations Committee in both houses are expected to begin drafting budget bills for fiscal 1993, which begins in October. The panels need the new higher-education law to guide them, because the current law expires in September.

The legislation's fate was uncertain last week, after the White House issued its veto threat. The Administration said in a statement that it opposed in provision to create a pilot project in test the idea of direct student loans. It also objected to provisions that would make more Pell Grants and Stafford Student Loans available to middle-income families.

Education Secretary Lamar Alexander and Thomas A. Scully, associate director

Students Have Right to See  
Comments of Admissions Officers,  
Education Department Rules

Campaign organized to get files opened on several campuses

By SCOTT JASCIUK

WASHINGTON

A federal privacy-protection law gives students the right to see comments written about them by admissions officers, the Education Department has ruled. Until now, university officials have believed such comments were not covered by the law.

The department acted after Harvard University denied a student's request to see the comments written about him. The student, Joshua A. Gerstein, has since graduated and is organizing a campaign to have students at a number of universities request the files that admissions officers developed on them. Obtaining more admissions files, he says, could shed new light on how leading universities decide whom to admit, and on the validity of charges that Asian-American applicants face discrimination in the admissions process.

Informed of the ruling, higher-education officials said they were disturbed by the



Joshua A. Gerstein: "Universities should have to defend the way they go about making their admissions decisions, and the making their admissions decisions, and the making their admissions decisions."

of the White House Office of Management and Budget, held a closed-door meeting with House Republicans last week in an attempt to rally support for the Administration's positions.

Secretary Alexander said in an interview after the meeting that the Administration felt strongly about opposing the effort to subsidize direct loans for Stafford loans on hundreds of campuses. "It adds billions to the federal debt and creates the possibility

Continued on Page A26

Asian-American activists and UCLA officials criticize the Education Department's lack of action in a year-old bias case: A25.

Education Department's interpretation, Frank Burnett, executive director of the National Association of College Admission Counselors, said it would improperly give students access to "the inner workings of an admissions operation," something he said the government had never intended.

Mr. Burnett also said the quality of admissions evaluations would go down because "you are going to see people being less candid."

The dispute involves the Family Education

Continued on Page A28

South African Universities Seek  
to Renew Overseas Contacts

Long shunned by the international academic community because of their country's policy of apartheid, South Africa's universities hope that political reforms at home will lead to new cooperation with universities abroad. Campus leaders say such contact is especially important for the country's disadvantaged students and historically black universities.

South African educators disagree, however, over whether the time has come for American institutions to abandon their disinvestment policies and reinvest in companies doing business in their country.

STORY ON PAGE A37



A Revolutionary Mirror for Arizona Telescope

At the University of Arizona, a mold is filled with glass in preparation for the construction of the largest telescope mirror ever built in the United States: Page A6.

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## This Week in The Chronicle

April 1, 1992

### Research

#### SOCIAL SCIENTISTS INVESTIGATE RELIGION

• An increasing number of scholars are examining the impact of religious belief on everything from voting behavior to mental health: A6

• The variety of research on religion shows the sometimes-surprising and subtle impact it can have: A8

#### NEW TECHNOLOGY FOR TELESCOPE MIRROR

A team of scientists at the U. of Arizona will begin casting a 6.5-meter mirror, the largest ever made by American astronomers: A6

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A Stanford professor of social psychology is trying to find effective ways to erase the stigma that contributes to the educational deficits of minority students: A5

### Computing

#### HIGH-TECH EDUCATION FOR JOURNALISM

• U. of Missouri students use 300 personal computers

to try to keep up with changes in the advertising, news,

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• A Missouri professor trains journalists in how to get

government tapes and utilize them on computers: A21

#### COMPUTERIZING THE GRADUATE RECORD EXAM

Starting in the fall, graduate-school applicants will have the option of taking the test on computers: A19

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Do professors get credit for network activities?: A19

35 new computer programs; 10 new optical disks: A23

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The university's trustees name an emeritus professor

from Yale U. to replace Leonard Jeffries, Jr., as

chairman of the department at City College: A14

#### GAMILL PAGLIA GOES TO HARVARD

The freestyle author, who relishes her role as an enemy

of feminists and literary theorists, visits Harvard for an

evening of vitriol and scholar bashing: A14

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By an overwhelming margin, the House of

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From mystical experiences to church bazaars, researchers are tracking the impact of religion on society. Above, participants at the "Focus-on-You Expo" in Denver: A8

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A federal privacy-protection law gives students the

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The President wants millions of dollars in Congressional

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A year and a half after finding that UCLA discriminated

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The new head of the California State University System

is already enmeshed in fights over tuition increases and

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Students at DePaul who hope to sing professionally can

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#### RAISING TUITION AT PUBLIC INSTITUTIONS

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#### SOUTH AFRICAN INSTITUTIONS REACH OUT

Universities that long have been isolated are forming

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A sweeping law would give Italy's overcrowded public

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#### RE-INTERPRETING THE AMERICAN WEST

A photographer removes the distorting lens of

romanticism from our view of the West. Endpaper: B46

Gazette: A41

## MARGINALIA

Letter dated March 4, to a university's public-information office, from *The San Francisco Chronicle*:

"This letter is to inform you that, due to the continuing poor state of the economy, *The San Francisco Chronicle* has not been able to maintain a higher education writer on staff."

"Thus, we ask that you remove our name from your mailing lists and not send us any more information. When the economy rebounds, we will then inform you who has been assigned permanently to that position."

Letter dated March 5, to the same office, from the same newspaper:

"This letter is to correct a previous mailing sent out at the beginning of March."

"The incorrect portion of the prior letter stated that *The Chronicle* does not have a higher education reporter. *The Chronicle* has hired one and he is currently on staff with us. He will contact your organization to be put on your mailing list at a future date."

"Please correct your mailing list as necessary. *The Chronicle* regrets any inconvenience this error may have caused."

Resilient economy? Overnight rebound?

Picture caption in Berkeley's *Daily Californian*:

"A campus police notice warns joggers of 'TWO-CENT EXPOSURES ON THE FIRE TRAILS.' During the past four months, women have reported eight encounters with a flasher, variously described as 'professor-like' and 'eddylike.'"

Sounds like ol' Doc Nibelung.

Note in the National University Continuing Education Association's *NUCEA News*:

"Bright Young University's Division of Continuing Education is celebrating its 70th anniversary this year. The division began with one enrollment in 1876."

And with a 46-year-old calendar on the wall.

News item in *The Cornell Daily Sun*:

SCIENTOLOGY LEADERS

RISION AMID SCANDAL

"AECUM (A) — The chairperson of the Christian Science Church and several other top officials resigned yesterday amid controversies."

From the same paper, same issue: RELIGIOUS MAJOR BEERS STUDENTS "Since it created a new undergraduate major last fall, the religious studies program is in the process of drumming up more interest in its courses."

For a likely candidate, call *The Sun's* copy desk.

## In Brief



## Windmill at Hamilton College generates heat, light, and a conservation campaign

CLINTON, N.Y. — A windmill erected at Hamilton College (left) has helped to generate light and heat in one residence hall and an energy-conservation effort across the campus.

The 120-foot-tall windmill, which was put up in February, provides 9 percent of the electricity needed to power a three-story residence hall. It is expected to cut the college's electricity bill by about \$4,000 a year.

The windmill was the brainchild of a 1991 Hamilton graduate, Steedman L. Bass, who persuaded his classmates to give it to the college as their senior-class gift.

"The windmill has both practical value, in that it saves the school money, and symbolic value, in that it represents alternatives to current sources of energy," says Mr. Bass, who has been hired by the college for a year to analyze its energy consumption and recommend improvements.

Since last June, Mr. Bass has helped lead a campaign designed to increase energy conservation on campus. If Hamilton's energy consumption this fiscal year is at least 15 percent below the average in the previous five years, the college will use the \$200,000 in expected savings to create a new student scholarship.

Mr. Bass says the institution is approaching that goal by replacing incandescent bulbs with compact fluorescent lights, which use 70 percent less energy to produce the same amount of light. It also has installed motion detectors that automatically turn lights on and off when people enter and leave a room. The local utility company has awarded the college substantial rebates for having switched to the energy-efficient technology.

Teaching people on the campus to use energy more efficiently has also led to savings, Mr. Bass says.

## The snap of a mousetrap powers race cars

CINCINNATI — Students at the University of Cincinnati raced mousetrap-powered vehicles to demonstrate the use of non-traditional energy sources.

Twenty students in an industrial-design class developed vehicles powered by the single snap of a mousetrap. At right, Dave Bell's vehicle (turn right) is made of plastic, two compact disks, and an L-shaped, Josh Kram's entry is made of metal tubing and plastic discs.

Neither of them won.

## President steps aside at Paul Quinn College

DALLAS — The Board of Trustees of Paul Quinn College decided last week to replace the college's president, Warren W. Morgan, as part of an overall strategy to shore up the financially ailing institution.

The board praised Mr. Morgan's efforts in overseeing the college during troubled times, but said the institution now needed a chief executive with stronger administrative and financial skills.

Mr. Morgan will stay on as president emeritus of Paul Quinn for about six months, concentrating on raising money and helping the college fulfill its requirements for continued accreditation.



THE CHRONICLE OF HIGHER EDUCATION



## Students tap the trees, trustees get the syrup

HUNTINGDON, PA. — Every spring, alumni, students, and professors at Juniata College join the maple-syrup harvest (above) at the college's Environmental Studies Field Station. Tapping 600 to 800 trees, the volunteers make about 100 gallons of syrup, which they give away to the college's trustees and others.

## Jury awards \$1.6 million to student raped at USC

LOS ANGELES — A jury last week ordered the University of Southern California to pay over \$1.6 million in compensatory damages to a female former student who was raped four years ago while on off-campus residence hall.

The Superior Court jury found that the university had provided inadequate security and insufficient information about the area's high rate of crime, the student's lawyer, Nantash Rold, said.

The jury still may require use to pay punitive damages, too.

## Corrections

## States Plan to Spend \$1.2-Billion on Student Aid, Up 3.9% Over All, but It Will Have to Make Cuts

By COLLEGE ALUMINIST

The 50 states are expected to spend a total of nearly \$1.2-billion on student aid in 1992, an increase of 3.9 percent over the \$1.16-billion spent in 1991.

But 17 of them, supported by the federal government, say they will be forced to cut aid.

The figures come from a new report by the National Association of State Higher Education Officers.

Because of an editing error, an article on state support for student financial aid (*The Chronicle*, March 25) gave an incorrect figure for the total amount of such support. The correct figure is \$1.99-billion. The other figures and the percentages in the story were correct.

Two names were incorrect in an article about student-aid application fees (*The Chronicle*, March 25). Lawrence E. Chidwick is executive director of the College Board's Washington office. Edmund Vignoul is director of financial aid at the University of Oregon.

## No women at Wabash, college's trustees vote

CRAWFORDSVILLE, IND. — Wabash College's Board of Trustees has voted overwhelmingly against admitting women.

In a secret ballot, the board and the president, F. Sheldon Weir, voted 19 to 4 against coeducation at Wabash, which has been a men's college since it was founded in 1832. The trustees also unanimously endorsed an unspecified "strategic plan" to keep Wabash competitive and popular.

The vote marked the end of a year-long study of the issue by a panel of trustees, alumni, professors, and students. The debate over coeducation created tension

between students—most of whom supported the all-male tradition—and a majority of the faculty, which favored admitting women. Students heartily cheered the trustees' announcement (below).

Stephen Morillo, an assistant professor of history, said he was disappointed by the decision. Most faculty members, he said, thought coeducation would create a "better learning environment."

He said the faculty had endorsed coeducation nearly unanimously in a referendum it sent the trustees in its referendum. With the decision, Wabash remains one of three all-male, liberal-arts colleges in the country.



## Blizzard damages 700 trees at U. of Colorado

Boulder, Colo. — Nearly 700 trees at the University of Colorado at Boulder were damaged in a blizzard that dumped as much as 18 inches of snow here. Officials estimated that it would cost \$25,000 to prune or remove the trees, which either lost limbs or were uprooted by the wind and the heavy, wet snow.

John Brunning, the university's grounds manager, said a variety of trees were damaged, ranging from silver maples to Ponderosa pines. Some were 40 years old.

The university has set up a fund to collect donations to pay for the replacement of the trees. Boulder officials are also encouraging professors to help plant new trees as part of the campus's Earth Week festivities this month.



## PORTRAIT

## Professor Takes Aim at Blacks' Racial Vulnerability

By DENISE K. MAGNER

Two hundred fifty randomly selected freshmen—15 percent of them black—live together in a wing of a dormitory at the University of Michigan this year. They're offered seminars on the stresses of college life and accelerated workshops to supplement classes in chemistry, calculus, and writing. No one is required to attend, and no one is treated as "at risk" of failure.

The first-semester grades of the black students show a break from past patterns: They did not fall behind those earned by white students with similar standardized-test scores. The blacks' grades, on average, were as high or higher than those of whites outside the program.

The Michigan approach is the brainchild of Claude M. Steele, a professor of social psychology at Stanford University, whose research has led him to enter the public debate over why black students do not perform as well academically as their white counterparts.

To Mr. Steele, what is most surprising and distressing about the "crisis" in the education of black Americans is that it is worse than people think. He lays out the startlingly blunt essay called "Race and the Schooling of Black Americans," published in this month's issue of *The Atlantic*.

"From elementary school to graduate school," he writes, "something depresses black achievement at every level of preparation, even the highest."

Even when black students score as high as whites on standardized tests, he says, most end up with lower grades. The usual explanations range from poor schools to a history of discrimination—and he says such factors undoubtedly play a role. But Mr. Steele, who is black, says something else is at work.

"The culprit I see is stigma, the endemic devaluation many blacks face in our society and schools," he says in *The Atlantic*. "This status is its own condition of life, different from class, money, culture."

## 'We Share a Background'

If it seems oddly familiar for a black professor named Steele to be writing about race and education, there's a reason.

Claude Steele happens to be the twin brother of Shelby Steele, a professor of child psychiatry at Yale University, and Philip Uri Treisman, a mathematics professor at the University of Texas at Austin.

The formula, which is part of the basis for the University of Michigan project, has four components: Challenge black students academically. Make them feel valued. Avoid programs that segregate. And present black students as part of the mainstream curriculum.

By doing so, he says, "you're telling black students it is a profound way you believe they have ability."

Mr. Steele traces his own success, in part, to his parents. They were active in the early civil-rights movement, he says, and raised their children in an atmosphere where ideas such as integration and non-violence were much discussed.



Claude M. Steele: "The culprit I see is stigma, the endemic devaluation many blacks face in our society and schools."

Born in 1946, he was raised in a working-class household outside of Chicago. He earned his doctorate in psychology from the Ohio State University in 1971 and taught at the Universities of Utah, Washington, and Michigan from 1971 until last year. Stanford recruited him, and he joined the faculty there last fall.

Michigan was sorry to see him go. Says Robert B. Zajonc, director of the university's Institute for Social Research: "He is one of the very few people I know who can perform abstract analyses of a problem without losing a sense of compassion for the social aspects."

## Research on Alcoholism

Besides his work on race, self-esteem, and schools, Mr. Steele's other academic specialty has been research into alcohol addiction, for which he has received six federal grants.

Five years ago, he began applying the theoretical work he had been doing on the concept of self-esteem to the practical issue of educating minority students.

He is now the lead researcher on a three-year, \$389,000 grant from the National Institute of Mental Health for his work on self-esteem and minority-student achievement.

The grant is supporting at least five different projects, including the one involving Michigan freshmen.

Ultimately, Mr. Steele plans to write a book on his findings and his views about boosting the achievement of black students.

Much more research needs to be done, Mr. Steele says, to find effective ways to erase the educational deficits of minority students. He adds: "People think they know what the answers are. They think solutions are a matter of politics. They don't think of them as scientific questions needing answers."



Most scientists believe that universities are lax in investigating scientific misconduct, according to a new poll conducted by the American Association for the Advancement of Science.

For the poll, the AAAS selected 1,500 of its members at random and mailed them questionnaires. The association received 469 responses that could be used, and it published the results in the March 27 issue of *Science*.

About 44 per cent of the AAAS members who were polled said they believed the incidence of fraud had stayed the same over the past decade. Thirty-seven per cent believed it had increased.

Members were asked in the questionnaire to divide up responsibility for matters of scientific misconduct among those participating in scientific research and setting science policy. The survey respondents saw the directors of laboratories as playing a key role in preventing scientific misconduct and investigating any allegations of it.

An astronomy experiment that had been delayed for six years because of the explosion of the space shuttle *Challenger* was finally lifted into space last week aboard the shuttle *Atlantis*.

The experiment involves an unusual instrument, called the Far Ultraviolet Shuttle Telescope, or FAUST, which will be monitored by astronomers at the University of California at Berkeley.

The telescope will examine objects with temperatures of about 20,000 to 200,000 degrees Fahrenheit that emit high-energy radiation in the far-ultraviolet end of the electromagnetic spectrum, which is blocked by the earth's atmosphere.

Such objects include young stars in the process of formation, clouds of hot gas and debris left by exploding stars, and active galaxies.

C. Stuart Bowyer, a professor of astronomy who heads the experiment, says he and the other researchers hope to use the information gathered during the eight-day mission to chart the evolution of galaxies and to develop a history of star formation in the Milky Way.

FAUST is an example of how scientists can creatively recycle and upgrade old instruments. The telescope was built by French scientists at the Laboratoire D'Astronomie Spatiale in Marseilles in the early 1970's and was lofted into space aboard several French rockets before becoming part of a 1983 Space Shuttle experiment involving scientists from France and the United States.

In 1984 the Berkeley scientists added a new electronic detector to the telescope to find fainter objects. The instrument was scheduled to be used on a 1986 shuttle mission, but that flight was canceled after the *Challenger* explosion earlier that year.

## Scholarship

### Social Scientists Again Turn Attention to Religion's Place in the World

Growing number of researchers investigate the role of the spiritual in people's lives

By ELLEN K. COUGHLIN

Doubters who want further evidence that God is not dead should look to the growing body of research by social and behavioral scientists on the impact of religion in people's lives.

Prompted both by intellectual trends and by headline-grabbing events around the world, more and more political scientists, psychologists, and sociologists have been studying the role of religious belief in politics, society, and individual well-being.

The importance of religion is not news to anthropologists, who have always studied it as part of their investigation of human cultures. But in other social sciences, an appreciation of its role is growing—a research trend that began slowly in the late 1970's but has lately been gathering steam.

In the last few years, researchers say, an increasing number of articles on religion have appeared in the mainstream social-science journals. New jobs have opened up and new courses are being offered. And a growing number of sessions at scholarly conferences are devoted to the subject. Interest in exploring the influence of religion on everything from mental health in voting behavior has spread even among social scientists who would not consider religion their main research focus.

"There seems to be in Islam, in Judaism, in Christianity, in American Evangelicalism a tremendous staying power, and that staying power impacts on the polity," says Gerard F. Ruttan, professor of political science at Western Washington University. "To ignore it is to ignore a dynamic factor in political life."

#### Period of Profound Skepticism

Social scientists' interest in religion follows a long period when, as a group, they were profoundly skeptical about its importance, but that has not always been so.

In the late 19th century and the early part of the 20th, the significance of the spir-

itual in human life was an accepted idea in the social and behavioral sciences. Many of the founding thinkers in these fields—including the social theorists Max Weber, Emile Durkheim, and Karl Marx, and the psychologist William James—were interested in religion and produced important work on the subject.

But starting in the 1930's, and continuing through much of the next four decades, social scientists lost interest in religion.

In part that was due to the rise of behav-

**"If you're going to discuss the significance of Super Tuesday, you discuss it at your peril if you don't understand the religious dimension of the American South."**

iorism and positivism, two powerful and related schools of thought in the social and behavioral sciences that assigned primary importance to phenomena that were tangible and measurable. In addition, influential theories concerning the process of modernization fostered the belief that, as societies became increasingly industrialized and technologically sophisticated, the world would become more secular.

"Very much tied into the cure of the discipline," says Mary Jo Neitz, associate professor of sociology at the University of Missouri at Columbia, "is the idea that religion is something extremely important in traditional societies but that, with the rise of modernity, religion became superfluous, something that no longer worked and would die out."

Events of roughly the last two decades gave the lie to that.

In the 1970's, many American families

were torn apart as young people were drawn into the new religious "cults." Late in the decade, the year-long captivity of American embassy workers in Iran attested to the power of Islamic fundamentalism. In the early 1980's, with Ronald Reagan in the White House, the influence of the religious right in the United States reached its peak. In the last several years in this country, the debate over abortion has grown increasingly rancorous—fueled in part by religious beliefs. And those are only some of the most widely noted examples.

Here, clearly, were things that a behaviorist or a positivist approach could not explain. The world—or at least big portions of it—was not becoming more secular.

"Academics assumed that religion would just pass away as we moved toward a more rational world view, but it hasn't worked that way," says David C. Large, professor of government at the University of Notre Dame. "Those people who, like 'death of God' days, forecast secularization just missed the mark."

#### Interest in Culture

Much of the new attention to religion in the social and behavioral sciences has gone hand in hand with an increasing interest among researchers in culture and cultural diversity. Ethnicity has become a hot topic—prompted in part by the influx of new immigrant groups to the United States and the rise of ethnic conflict in the former Soviet Union and Eastern Europe—and religion is understood to be intimately tied to ethnic identity.

"In the social sciences generally, there is much more interest than there used to be in the general field of culture, in the great variations across the globe in identities, nationalisms, and so forth," says Robert Robertson, professor of sociology and religious studies at the University of Pittsburgh. "That is the general ground on which has occurred this resurgence of interest in religion."

Researchers' interest in religion and spirituality has followed roughly the same trajectory in psychology, political science, and sociology, but the subject has found somewhat different entry points in each field.

In many ways, psychology has proved to be the toughest nut to crack, and there is still some resistance, which researchers attribute to the continuing, albeit declining, influence of behaviorism and of Freudian psychoanalytic theory, both of which give short shrift to religion.

A partial consequence of the impact of those two theories is the sense that, in many ways, the social sciences in general, and psychology in particular, have replaced religion.

"One of the realities is that psychologists as a group are not very interested in religion and are even suspicious of it," says David M. Wulff, a professor of psychology at Wheaton College in Massachu-

setts. "It has also been argued that psychology today is called to answer the questions that are traditionally answered by religion—the nature of man, and so forth. In effect, religion and psychology have become alternatives."

Nevertheless, recognition that a person's religious or spiritual values can play an important role, for better or worse, in personality and mental health has been gradually building among both clinical and academic psychologists, researchers say. The American Psychological Association's Division 36, made up both of scholars and of practitioners interested in religion, has some 2,000 members—in terms of size, about the median among the association's nearly 30 interest-group divisions.

Indeed, says Allen E. Bergin, professor of clinical psychology at Brigham Young University, the field has reached the point at which researchers are now attempting to move from considerations of whether religion is good or bad to more sophisticated kinds of questions: How should a religious orientation be measured? What kind of theory of personality results when the concept of spirituality is added to traits and conditioned responses? Is a person's sense of identity affected by the feeling that he or she can communicate with a transcendent intelligence? How might that affect psychotherapy?

"How questions are addressed to the complex way that religions upbringing and conversion and belief are intertwined with personality," says Mr. Bergin.

"It does mean that the field is maturing."

#### Debates About Secularization

In contrast to some psychologists, probably no political scientist in the United States would scoff at the idea that religion and religious belief can be a powerful motivator in political behavior—largely as a result of the remarkable rise of the religious right in this country. In the last few years, the study of religion has grown in virtually all fields of political science, scholars say, but probably nowhere more so than in the study of American politics.

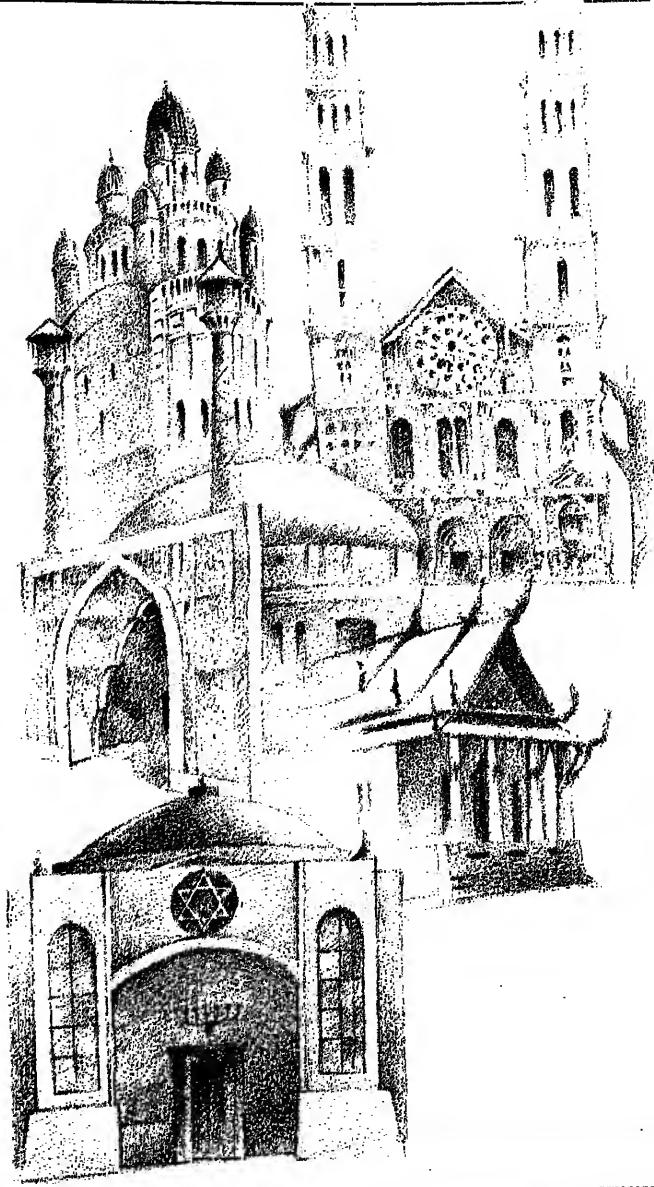
"If you're going to discuss the significance of Super Tuesday, for example, you discuss it at your peril if you don't understand the religious dimension of the American South," says Mr. Ruttan of Western Washington University. "In the American South things may be looked at differently from suburban Chicago, and it's not because the weather is different."

Political scientists are looking at such questions as how involvement in church organizations can encourage participation in politics, how religious beliefs affect expectations of the political order, and how religious leaders give political "cues" that can influence church members.

In sociology, too, questions about religion, and especially about religious groups, are providing a window on subjects of long-standing interest to researchers: how organizations work, how institutions respond to social change, how social movements occur and what impact they have.

One of the most persistent questions among sociologists of religion, researchers say, has to do with the twin concerns of modernization and secularization: Is soci-

Continued on Following Page



PHIL MCKINLEY FOR THE CHRONICLE



## From Mystical Experiences to Church Bazaars, Researchers Track the Impact of Religion

When social scientists say they are studying religion, they mean religion in its broadest possible conception—from any kind of experience of the transcendent to working on a church bazaar.

But all of those things can affect people's attitudes and behavior, and the wide variety of social-science research on religion shows the sometimes surprising and subtle ways in which that happens.

"Religion is very powerful," says Sidney Verba, professor of government at Harvard University, "but it has a very complex impact."

### Political Participation

Religion has turned out to be a more important factor in encouraging political participation than Mr. Verba or his collaborators in a large-scale survey project expected. "We're finding that religion is playing a very significant role," he says. "We hadn't fully anticipated how interesting the results would be."

Mr. Verba and three other professors of political science—Henry Brady of the University of California at Berkeley, Norman Nie of the University of Chicago, and Kay Lehman Schlozman of Boston College—are in the midst of a study of several years' duration of how and why people become active in politics, broadly defined.

For the study, 2,500 people across the country were extensively interviewed about their involvement in a wide range of organizations and activities—from political campaigns to churches and synagogues, to softball leagues and sewing clubs. Religion was only one of several factors investigated, says Ms. Schlozman, but its importance became more and more evident as the analysis of the data proceeded.

The researchers found, among

### Social Scientists Again Study Role of Religious Belief

*Continued From Preceding Page*  
ety, particularly American society, becoming more secular or more religious, and how should that be measured?

"That's a hotly debated question," says Robert Wuthnow, professor of sociology at Princeton University. "Some say religion is as strong as ever. Some say, 'Perhaps, but it's strong in a different way.'"

Indeed, says R. Stephen Warner, professor of sociology at the University of Illinois at Chicago, some researchers, himself included, are attempting to come up with a theory of modernization that takes religion into account—since it is now clear that a society growing more modern does not necessarily become less religious.

"There is a long-standing irritation, a scab, in the field, and it is the question of religion and modernization," Mr. Warner says. "That concept of societal change has been thrown into great disarray because of what's happening in the world today."



Religion is a powerful but complex influence in people's lives, researchers say. Above, a Christian hard-rock concert at the Cornerstone Festival in Chicago.

other things, that involvement in church activities—not only worship, but also such things as social events and community outreach projects—offered members a chance to develop certain kinds of skills that they could not acquire elsewhere. For example, Mr. Verba notes, among the respondents to the study who are black and have less than a high-school education, an "infiltration" proportion reported having the opportunity to make a speech on the job, but 30 per cent said they had done so in their church.

"We think our research," says Mr. Verba, "which is contemporary research with a very large statistical data base, is touching on some of the historically most important institutions and divisions in American politics."

### Response to Change

Nancy T. Ammerman, associate professor of the sociology of religion at Emory University's Candler School of Theology, is just embarking on a similarly large-scale study of how religious congregations respond to social change in their communities.

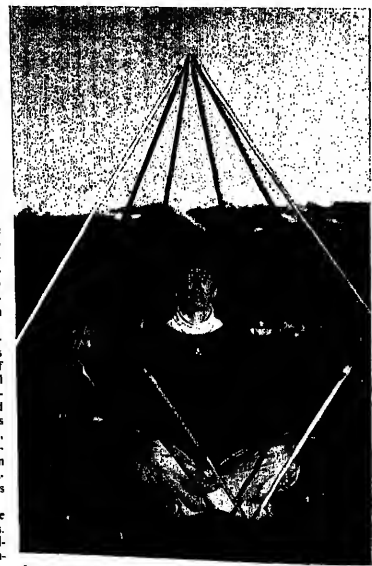
The project, which Ms. Ammerman is directing under the auspices of the Institute for the Study of Economic Culture in Boston, will look at church groups in communities that are undergoing rapid change as a result of such things as immigration, economic downturn, and the spread of metropolitan development. The study will focus on six cities—Atlanta, Boston, Chicago, Detroit, Indianapolis, and Los Angeles.

Once an initial survey of the communities is completed, Ms. Ammerman says, she and her colleagues will closely study two congregations in each. The congregations, not yet chosen, will repre-

sent a mix of denominations, sizes, and orientation toward liberal or conservative beliefs. One of the aims of the study, she says, is to get a handle on the kinds of things that make for different responses.

"We think we'll find some congregations," Ms. Ammerman says,

"that try to bury their heads in the sand. We think we'll find some that try to be very proactive in terms of developing new programs. There will probably be folks who go into various kinds of survival modes, trying to say why we should stay the way we are in spite of change."



A woman sits meditating, surrounded by an Aquarian pyramid overlooking Boulder, Colo.

### Mystical Experience

Mr. Hood has talked to people who report having recently religious mystical experiences, as well as those who have had drug-induced ones. He has observed high-school students in the wilderness. He has put people in "isolation tanks," in which they are suspended in a solution like a warm bath in an environment devoid of sound and light.

Over the years he has learned a lot about the people who have exceptional experiences. One of the stereotypes, Mr. Hood says, is that such people are at least unstable if not pathological.

"That's simply not true," he says. "Mystical experiences are reported across the range of personality types. Insofar as people are willing to explore the totality of experience, they will be more open to the mystical."

Mr. Hood has also found intriguing links between drug-induced and explicitly religious experiences. Those who joined the drug culture of the 1960's, he says, took drugs to alter their physiological states. That is not unlike the way in which such things as incense, candles, darkened churches, or kneeling and staring at a crucifix can also send "physiological signals," he says.

"The emergence of the early drug movement," says Mr. Hood, "was a classic effort of religious revival that was missed by mainstream American churches."

—ELLEN K. COUGHLIN

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## U. of Arizona to Make Gigantic Telescope Mirror

*Continued From Page A6*

"This is very much the proof for the eight-meter mirror," he says. "I'll feel very comfortable, when this comes out, that eight-meter mirrors are something that will work."

For the past two years, engineers at Arizona's mirror laboratory, a part of the university's Steward Observatory, have been working to upgrade and expand their rotating furnace, a pie-shaped oven 39 feet in diameter, to enable it to handle the production of telescope mirrors 6.5 meters to 8.5 meters across.

By heating and rotating the mirror, the scientists are able to use centrifugal force to push molten glass up along the sides of the ceramic-thermo mold within the oven, creating a bowl-shaped, parabolic surface. This greatly reduces the costly grinding—and wasted glass—that is often needed to bring a telescope mirror to its final, desired shape.

Mr. Angel estimates that the casting of the 6.5-meter mirror will take about three months—about twice the time needed for a 3.5-meter mirror, mainly because of the longer cooling time required. The tedious tasks of grinding and testing the mirror will take even longer. Mr. Angel estimates that the fully polished mirror won't be ready until the spring of 1994.

The mirror will be polished with a computer-controlled device to eliminate any imperfections greater than four millionths of an inch in height, or one-five-hundredths the width of a human hair. A laser beam will be used at regular intervals during the polishing to assure that the mirror is perfectly smooth. To make certain that vibrations don't interfere with the laser-beam tests, the scientists plan to place the mirror on a tower supported by inflated cushions.

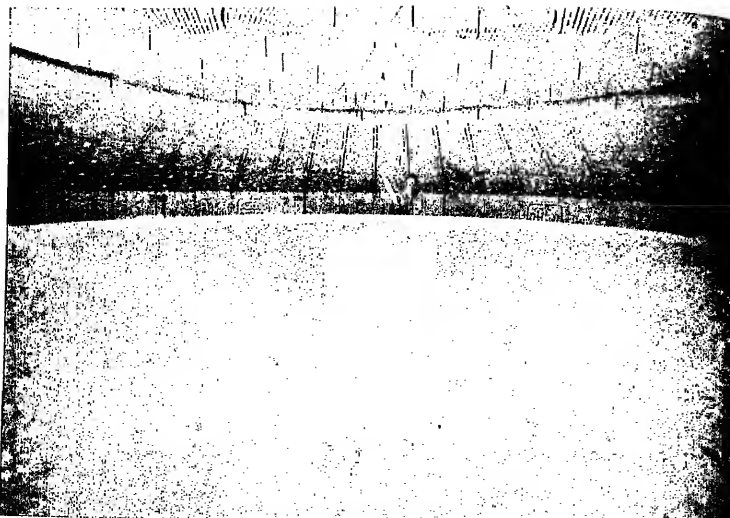
The finished product will then be given a reflective aluminum coating before it is installed in the Multiple Mirror Telescope, or MMT, on Arizona's Mount Hopkins.

### Greater Field of View

The MMT, which is operated by the University of Arizona and the Smithsonian Astrophysical Observatory, now has six small mirrors that give the telescope the light-gathering power of a single 4.5-meter mirror. Mr. Angel says their replacement with the 6.5-meter mirror will double the telescope's light-gathering power and give the MMT a field of view—the amount of sky that can be viewed at any one time—greater than any of the now-generation of large telescopes now being constructed.

In spite of his successes with smaller mirrors, Mr. Angel is cautious about predicting the outcome of the casting of the 6.5-meter mirror.

Because of the technological challenges," he adds, "a large telescope mirror has never been cast



U. of Arizona's Roger Angel overlooking mold before casting of the 6.5-meter mirror. "I'll feel very comfortable, when this comes out, that eight-meter mirrors are something that will work."

without initial failure, and we have to be prepared for that."

The five-meter mirror for the Hale telescope, for instance, required two casting attempts. So, too, did a six-meter mirror constructed by Russian scientists in 1976 for a telescope that has since had major optical problems. European telescope designers, meanwhile, had to make five castings of an eight-meter mirror that will be duplicated for a series of four large telescopes in Chile before they were able to produce one without a crack.

Mr. Angel hopes to avoid some of the problems that could arise in his mirror by strengthening the mold containing the glass. With a much larger mass of glass than that used in the 3.5-meter mirrors, he says, the pressure of the molten glass—and the tendency for it to leak from the mold—is much greater.

Other problems may be more difficult to avoid, he says, such as the tendency for such a large mass of glass to undergo a "differential expansion," a process that can introduce cracks.

"There are many things that might happen," Mr. Angel says.

During the first four days of the mirror's casting, the temperature of the mold and glass will be gradually raised to 1,362 degrees Fahrenheit. At that point, the furnace will begin spinning at 7.4 rotations a minute. For the next 12 hours, the scientists plan to increase the oven's temperature to 2,156 degrees, converting the 10 tons of glass chunks into a spinning, molten mass.

### Three Months of Slow Cooling

Once the mirror has assumed its desired parabolic shape, the temperature will be reduced sharply, over a period of five hours and the

rotation of the oven will be slowed to half a rotation a minute in preparation for the slow cooling, or annealing, that will take place over the next 2½ to 3 months.

Mr. Angel hopes his revolutionary design and the materials he uses will allow the Arizona researchers to avoid some of the other problems that have plagued the builders of other large telescope mirrors. The honeycomb structure

of the mirror's body, produced by melting the glass over more than 1,000 hexagonal ceramic-fiber blocks in the core, for example, is intended to make the mirror's surface minimally rigid. It will also make the mirror one-fifth the weight of a solid mirror, such as those used in the Hale telescope and the Russian design.

"If you make a solid mirror," Mr. Angel explains, "it's like a cen-

## Ohio State U. Agrees to Pay \$1.8-Million for Withdrawal From Telescope Project

TUCSON, ARIZ. The Ohio State University has agreed to pay the University of Arizona and Italy's Arcetri Astrophysical Observatory a total of \$1.8 million to settle a dispute caused by Ohio State's withdrawal from a partnership to build a telescope using Arizona's new mirror technology (see accompanying story).

Couldn't Pay Its Share Steve Emerine, a spokesman for Arizona, said the proposed settlement was based on Ohio State's share of expenses incurred by the two partners as of last September, when Ohio State withdrew from the effort to construct an 11.3-meter telescope, known as the Columbus Project, in southeastern Arizona.

The telescope would use two 8.4-meter mirrors that are to be constructed at Arizona's mirror laboratory.

Ohio State officials said their university had withdrawn from the project because it was unable to pay its \$15-million share. Their decision, however, in-

terrupted the project's other two partners and put the completion of the telescope in jeopardy.

Mr. Emerine said the \$1.8-million proposed settlement, which has been agreed to by Arizona officials and is now being reviewed by the Arcetri observatory, would be in addition to the \$700,000 that Ohio State has already paid the partnership.

In return, he said, Ohio State astronomers would be given \$2.5-million worth of observing time once the telescope is completed. Using its present \$60-million price tag, that would amount to about one twenty-fourth of the instrument's use.

Michael Gerasimovich, vice-president for research at Arizona, said his institution and the Arcetri observatory had been negotiating with four other groups that had expressed an interest in joining the partnership. He said he expected a third partner to take Ohio State's place within a month and a fourth partner to be named within a year or two.

—KIM A. McDONALD

Scholarship

Scholarship

## RESEARCH NOTES

- Method of growing nerve cells could help repair brain damage
- AIDS drug AZT is said not to harm pregnant women or fetuses
- Survey tracks physical and emotional health of Indian youths

A new method of growing nerve cells might eventually be used to repair what is now considered to be permanent brain damage, researchers say.

Samuel Weiss, a professor of neuroscience at the University of Calgary, and Brent A. Reynolds, a graduate student there, report in the March 27 issue of the journal *Science* that they have been able to make nerve cells taken from adult mice divide.

The achievement contradicts the common scientific belief that nerve cells in mammals cannot divide after birth. While some scientists have been able to find a few cells in the adult mammalian brain that divide, such cells have generally been support functions rather than communicated with other cells.

The inability to find communicating cells that divide has discouraged scientists searching for ways to treat brain disease and injury. In the new research, the University of Calgary investigators took cells from the region of the adult mouse brain known as the striatum. The tissue was broken down into single cells.

The scientists were able to identify "stem cells" similar to embryonic cells that are capable of creating different kinds of nerve cells. When the stem cells were exposed to a substance known as epidermal growth factor and given a surface to which they could stick, they divided and formed spherical shapes. Both astrocytes, or support cells, and neurons, which are the central work of the brain, were produced from the division.

The new technique, the researchers say, could be used to create many human nerve cells from only a few cells so scientists could study them.

Also, they say, scientists will be able to study the conditions under which nerve-cell division can be induced. Using that knowledge, physicians may be able to heal brain injuries by promoting the production of new nerve cells in selected areas of the brain.

The drug most frequently used to treat AIDS does not appear to harm pregnant women or their fetuses, researchers say. Rhonda S. Sperling, a professor of obstetrics, gynecology, and reproductive science at the Mount Sinai Medical Center, with researchers from 10 other academic medical centers and the National Institute of Child Health and Human Development, studied the medical histories of 43 pregnant women who had received zidovudine, or AZT, during pregnancy. The scientists reported the results of their research in the March 26 issue of *The New England Journal of Medicine*.

In an editorial in the same issue, physicians from Columbia University-Hortem Hospital Center told women and children with AIDS were not getting enough at-

tention from AIDS researchers. "I truly now," said the physicians, "five years after the first report of the value of zidovudine in the treatment of HIV infection, do we have the first, if rather fragmentary, report of the effects of this antiretroviral drug on pregnant women and their fetuses."

In the study, the scientists said AZT did not appear to be associated with birth defects or premature birth. But seven of the infants were

born anemic, and two grew slowly while in the uterus.

Those problems, the researchers said, might be associated with treatment with AZT.

One in six American Indian teenagers has attempted suicide, say researchers who conducted an extensive survey of the health of Indian youths. The researchers said the survey

had revealed high rates of physical problems and emotional distress among American Indian teenagers.

Robert W. Ilum, a professor of pediatrics and adolescent health at the University of Minnesota Hospital and Clinic, with other researchers from the university and the Association of American Medical Colleges, gave questionnaires to American Indian junior-high and high-school students from 50 different tribes in 15 states.

The researchers received completed questionnaires from 13,454 of them. The results were published in the March 22 issue of *The Journal of the American Medical Association*.

The researchers found that high proportions of the teenagers had

been victims of physical violence. One-fifth of the students reported that they had been knocked unconscious.

Almost 60 per cent of the students said they either never drank alcohol or drank it only occasionally. But as American Indian boys grew older, their drinking rates exceeded those of white male teenagers in similar rural areas. By the 12th grade, one-fourth of American Indian boys were drinking more than three drinks on at least one occasion in a week.

American Indian teenagers of both sexes appeared to use drugs more often than their white rural counterparts. Fifty per cent of American Indian high-school students reported they used marijuana.

—DAVID L. WHEELER



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The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and in people who order in bulk.

### ANTHROPOLOGY

**Black Critique and Kings: The Hermeneutics of Power in Yoruba Society**, by Andrew Apter. University of Chicago Press, 280 pages, \$39.95 hardcover, \$17.95 paperback. Shows how Yoruba kings of ritual and knowledge have shared the ethnic group's relations with the Nigerian state. In the *World of the Total*, by A. L. Epstein. University of California Press, 327 pages, \$45. Explores the study of nations into anthropology through a profile of the emerald lake of a Papua New Guinea people whose belief about death shows most aspects of their culture.

### ARCHAEOLOGY

**Iberia Before the Iberians: The Stone Age Prehistory of Iberian Spain**, by Lawrence Guy Straus. University of New Mexico Press, 352 pages, \$40.00. Discusses the prehistory of the northern mountains region of Iberia from the Lower Paleolithic to the Neolithic eras.

### ART

**Shaping the Mediterranean Canon: Rami Weisberg's "Sabbath-Quest"**, by Valeria M. Meloni. University of Chicago Press, 359 pages, \$45. Explores the canon, and critical influence of the Dutch painter's 16th-century *Rock on the Picture*.

### BUSINESS

**Strategic Decision Making: Corporate and Organizational Case Studies**, by Kevin J. O'Leary. University of California Press, 523 pages, \$34.95. Considers how companies have used bankruptcy to pursue particular corporate, financial and political objectives. Includes case studies on Continental Airlines, Texaco, and the John Manville Corporation.

### CLASSICAL STUDIES

**The "Mediterranean" of Apollonius: On Making an Aesop of Ovid**, by Carl C. Scholten. University of North Carolina Press, 186 pages, \$24.95. Explores classical, philological, and religious aspects of Apollonius' *Heroides*. Also known as *Golden Age*, a satire novel by the second-century Roman writer Apollonius, who recounts the adventures of a man who has been transformed into a donkey.

### EDUCATION

**Black Resistance in High Schools: Forging a Superhero Culture**, by R. Patrick Coates. State University of New York Press, 159 pages, \$14.50 hardcover, \$14.95 paperback. Analyzes the conflict between school authorities and working-class Black students in a metropolitan Toronto high school.

### POLIOLOGS

**Old Times and New Times: Charting the Bright-Shadow World**, by James Roy King. State University of New York Press, 267 pages, \$24.95 hardcover, \$14.95 paperback. Considers, among other things, how knowledge of fairy

tales and folk tales can enhance a person's experience of the world.

### OROGRAPHY

**After California: Earthquake Attitude and Behavior Change**, by Rita Pinal and Michael J. Pinal. University of Chicago Press, 114 pages, \$15. Prevents the results of surveys that measured perceptions of earthquake risk among 3,500 northern California homeowners before and after the 1992 Loma Prieta quake.

### HISTORY

**The Color of Their Skin: Education and Race in Richmond, Virginia, 1864-80**, by Robert A. Taft. University Press of Virginia, 134 pages, \$22.95. Traces the history of a 35-year cycle of segregation, desegregation, and re-segregation, and shows how the city's schools went from being 97 per cent white to 68 per cent black, with a simultaneous decrease in support for public education.

### CONSTITUTIONAL LAW AND POLITICS

**Conflicting Loyalties: Law and Politics in the Attorney General's Office, 1789-1800**, by Anne V. Baker. University Press of Kansas, 264 pages, \$25. Examines how 75 U.S. Attorneys General have dealt with conflicts between their roles as cabinet members and their duties as chief law officers of the United States. Events discussed include the Red Star of 1919-20, the Tenth Term scandal, and the Overton-Limcom case.

**Constitutional History of the American Revolution: The Authority to Legislate**, by John Philip Reid. University of Wisconsin Press, 495 pages, \$35. Discusses the history of the revolutionary legislation that was used by the American Continental Congress as a justification for its rebellion against Britain.

**Enslavement and the Anti-Communist Crusade**, by Jeff Brundage. University of North Carolina Press, 104 pages, \$34.95. Describes the federal-enemy-loyalty program and other aspects of the Eisenhower Administration's anti-Communist campaign against those who helped the Soviet Union during the war.

**Formations of the Modern State: The Ottoman Empire, 1500-1800**, by R. H. Barrow. State University of New York Press, 155 pages, \$25.50 hardcover, \$12.95 paperback. Challenges a "perennialist" model of state formation and offers a new Ottoman Empire, and suggests a way of studying the Ottomans in relation to their European and Asian counterparts.

**The Sacred Tradition and the Sacred Space: A Study of the Sacred Space in the Work of the Historian Giovanni Agazzi, James, and Santagene**, by Robert G. Collingwood. University of North Carolina Press, 244 pages, \$32.50. Explores attitudes toward democratic culture in the work of the Italian historian and novelist Agazzi and James also considers the sacred space in Santagene's homoerotic sexual history and cultural awareness.

**New Freedom: Women's Rights, 1820-1860**, by Victoria de Grazia. University of California Press, 304 pages, \$29.95. A study of the treatment and experiences of women under President Lincoln: topics include the female labor movement and social class culture, and women's responses to government efforts to organize them.

### ADDRESSES OF PUBLISHERS

Los Angeles State U. Press, 500 North Main St., Los Angeles, CA 90012.  
W. W. Norton & Company, 500 Fifth Avenue, New York, NY 10017.  
Princeton U. Press, 41 William Street, Princeton, NJ 08540.  
Scholarship Press, P.O. Box 180, Berkeley, CA 94701.  
State U. of New York Press, State University Press, Albany, NY 12242.  
U. of Alabama Press, P.O. Box 870380, Tuscaloosa, AL 35687.  
U. of California Press, 2200 Ridge Road, Berkeley, CA 94720.  
U. of Chicago Press, 530 North Dearborn St., Chicago, IL 60610.  
U. of Georgia Press, Athens, GA 30602.  
U. of New Mexico Press, Albuquerque, NM 87131.  
U. of North Carolina Press, 228 South Salisbury St., Raleigh, NC 27697.  
U. of Wisconsin Press, 224 North Murray Street, Madison, WI 53706.  
U. Press of Kansas, 2801 West 12th Street, Lawrence, KS 66044.  
U. Press of Michigan, 3828 Highland Road, Ann Arbor, MI 48106.  
U. Press of Virginia, Box 3600, Charlottesville, VA 22903.  
Westview Press, 8500 Central Expressway, Boulder, CO 80521.

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## Barnstorming Anti-Feminist Treats Harvard to an Evening of Vitriol

Continued From Page A14

last 20 years. "In the wilderness," researching her book and being rejected, as she tells it, by mainstream academics and feminists who couldn't handle her dissenting views on feminism. The recipient of a doctorate from Yale, then her mentor there, Harold Bloom, she taught at Bennington College, then held a string of appointments in the early 1980's while searching for a permanent job and a publisher.

Her book has given her the fame she feels is due her. But she says elite universities would never hire her now, either—she's too vicious.

The book is a 718-page treatise that attempts to present a unified theory of Western culture from ancient Egypt through the late 19th century. A second volume and essay collection are in the works.

Chief among the ideas expressed in her book and elsewhere is this: "That innate sexual differences mean men and women will always

**Her message to Academe is being corrupted by trendy feminists and literary theorists who don't care about beauty or truth or history or nature.**

be different—so different that "if civilization had been left in female hands, we would still be living in gnats' huts." Similarly, her views on date rape—she calls it "the leading soup opera among middle-class white women" who feel to recognize that women are always in sexual danger, and says the police, not universities, should deal with genuine rape charges—have incited those pushing for campuswide education on the issue.

Misogyny is her chief feminist. Miss Paglia only recently began taking her ideas to campuses. She goes next to Smith and Williams Colleges.

Last month she spoke at Brown University—a place so politically correct, she says, that "of course

the feminists boycotted me. nkey, right? I loved it."

If academic feminists have ignored her, as Miss Paglia contends, conservatives have not. It was Harvey C. Mansfield, a Harvard government professor who says his reputation as a "non-conservative" is fair, who invited her here tonight. He was the only Harvard professor to vote against the creation of the women's studies program because, he explains, "it wasn't really women's studies, it was feminist studies."

Collegial It's Not

The crowd at Sanders Theater smells of wet wool. It is a polite crowd, a mix of older, tweedy academics and students wearing fringed Rushmore sweat sweaters and carrying huge bookbags.

Mr. Mansfield introduces Miss Paglia as "an enemy of the nunny-punny, the holly-ity, and the arty-farty." In fact, she has numerous enemies—and appears intent on making new ones tonight. After she establishes her credentials—she believes prostitution, pornography, abortion, and drug use should be legal, and is a bisexual who believes in full political and legal rights for women—she opens fire on the feminists.

"The idea that there is any open debate in academic feminism today is a lot of crock," she sneers.

Unlike many feminists, Miss Paglia says, "I respect the past, okay? I don't see history as an endless series of victimizations."

She also accuses certain feminists of keeping their lesbianism secret until they become prominent. "When it would have cost them something, did they do it?" The crowd applauds loudly.

By now it is apparent that Miss Paglia's style is not exactly one of collegial criticism.

Her first target is Helen Vendler, a Harvard English professor who, she says, has given in to trendy scholarship (and who has criticized Miss Paglia's book). "Everything from Chaucer to Wallace Stevens, I respect," Miss Paglia says. "But after Wallace Stevens, she has been a disaster."

Next comes Barbara Johnson, head of Harvard's women's studies program, who is accused of including to male professors, including the late Yale deconstructionist, Paul de Man.

As for Marjorie Garber, a Harvard English professor whose book on cross-dressing Miss Paglia has slammed, she could have written a

**One of her targets says**

**Miss Paglia engages only**

**in "totalitarian discourse,"**

**but feminists would be**

**happy to listen to her**

**ideas "if she had any."**

minor book, Miss Paglia contends. "But you have to put in the effort. You have to go to the library."

Next comes Susan R. Suleiman, a comparative-literature professor here whom she calls "one of the great conference prompsters of all time." One of Miss Paglia's arguments is that the "deci making" at academic conferences has led to tenure for trendy scholars who will be around long after their work is outdated.

"Now, let's see, who haven't I maligned yet?" She calls Eve Kosofsky Sedgwick, a Duke gay-studies scholar, a "charlatan and opportunist who latched onto Foucault because she had no talent."

Stanley Fish, a prominent literary theorist, is "a slonzehug" and "a plunty." And there are others.

Miss Paglia's targets apparently weren't at the lecture. But when contacted later, Ms. Suleiman, the "conference groupie," is eager to fight back. "The difference between a conference and a one-woman show," she says, "is that at conferences people engage in discussion." Miss Paglia engages only in "totalitarian discourse," she says, adding that feminists would be happy to listen to her ideas "if she had any."

Ms. Garber calls Miss Paglia's version of feminism "a caricature" that lances all new scholarship. She also questions whether Miss Paglia is worthy of more publicity, and suggests Mr. Mansfield was "uncolegial" to invite such an attack on his colleagues.

Ms. Fish and Ms. Sedgwick did not want to comment. Ms. Johnson and Ms. Vendler could not be reached.

Miss Paglia concludes her lecture by proposing that literary content be abolished and that shoddy scholarship be exposed. And she suggests that she is the perfect role model for women since "I have no self-esteem problems."

She ends with her mantra: "Hate dogs. Love learning. Love art."

The performance has left some here stimulated but mentally exhausted, and others outraged.

"Make sure you put this in—she's a demagogue," says Jane Morgolus, who teaches education in the extension school here.

"She's missing an important aspect of power realities."

Miss Paglia, meanwhile, continues holding court on the stage. It's

11 p.m. She has been talking non-stop since dinner, and will continue until 1 a.m. at a post-lecture reception at Mr. Mansfield's home.

She could go on forever.

**"I Don't Need Drugs"**

The next morning finds Miss Paglia in her hotel suite, already in her frenzied-performance state. "My normal state is a cocaine state. I don't need drugs."

She's wearing the same outfit—knee-length black dress, well-cut red jacket, black patent-leather, high-heeled pumps. Should anyone question whether her clothing is relevant, it's very relevant to her.

Appearance, projection—it's all part of her argument that women must take control of the image and sexuality they project. She calls her outfit "my performance drug."

Normally, "I'm totally dowdy." She's talking about her sudden fame, the importance of teaching, the need for lust, her admiration of men, the vindictive pleasure she gets from "torturing" Harvard, and, once again, those feminist "monies."

The phone rings just as she is

reopening her attack on Ms. Johnson, the women's studies head. Mr. Mansfield is on his way? Okay, good, all right. She slams down the phone without missing a syllable.

Mr. Mansfield enters bearing several of the lecture posters, a copy of her book, and that morning's *Boston Globe*. "Everybody's buzzing," he says with a grin.

Miss Paglia grabs the paper and shrieks. "Oh, *The Globe* covered it? Great!" She's calling her publicist now and simultaneously scanning *The Globe* and *The Harvard Crimson*, squealing, waving her hands, stamping her feet, snorting, and rolling her eyes when her call won't go through. "Oh my God! I don't believe they reported it! All right, yes, *Brown University* mentioned—great! Yes, this is a collect call. Oh, I love this: *She singled out Susan Suleiman, Barbara Johnson...* 'Aaaaah! This is not a flattering picture. Oh, my legs came out well, though...' *Slams Harvard*. Okay, all right! *Trendy people in cultural studies...* 'Hello, what is the problem?' *We need liberation of mind, the young, the French theory crap...* 'All right! Aaaaah! Hello! Hello! This is Camille...'"

She could go on forever.

### Personal & Professional

## CUNY Replaces Embattled Head of Black Studies

Continued From Page A14

members supported Mr. Gordon's appointment.

Mr. Gordon is expected to reorganize the department and recruit new faculty members. He is also expected to recruit an advisory board with nationally known members to work with the department.

**Profits Are Expected**

Mr. Gordon, who retired from Yale last year, has served as an advisor to Mr. Harleston and was a visiting professor at City College in 1983. He was on vacation last week and could not be reached for comment.

Some observers expect protests to erupt over the decision to replace Mr. Jeffries. A day after the trustees' decision, signs appeared on the campus contending that Mr. Jeffries had been removed in an effort to exorcise black studies at City College.

Ricardo J. Pons, a senior at City College and president of the student government, said similar

leaders would dissent how to respond. "Once again," he said, "Dr. Jeffries has been used as a scapegoat to avoid the real issue: a curriculum of inclusion. They waited for things to cool down a little bit before they removed him from his position."

Mr. Jeffries has said he is the victim of conservative opposition to efforts to make the state's public-school curriculum more multicultural.

Faculty supporters of Mr. Harleston narrowly defeated an attempt last month by some professors to pass a vote of no confidence in his leadership, said James de Jough, an English professor who is chairman of the faculty senate. The proposal was defeated by a vote of 27 to 21.

—DENISE K. MAGNER

## Researcher Acquitted of Charges of Threats to College President

HAMMUND, IND.

An academic field researcher has been acquitted of charges that he had threatened the president of Valparaiso University after he was denied reappointment there.

Charles P. Gullmeier was indicted last year by a federal grand jury on charges that he had sent letters threatening to harm Valparaiso's president, Alan F. Harre, in late 1990 and early 1991. The case went to trial here last month.

In a statement released by a friend, Mr. Gullmeier, who had denied writing the letters, said he hoped his former institution had "learned something about the importance of providing due process."

Earlier, he said that Valparaiso had ordered him off the campus without allowing him to respond to what were then informal allegations against him.

**Allegations of Plagiarism**

A Federal Bureau of Investigation inquiry allegedly linking Mr. Gullmeier to the letters led to the indictment. Friends who formed a defense fund said he was framed.

Mr. Gullmeier, now a field researcher at the University of Illinois at Chicago, began teaching sociology at Valparaiso in 1989. A year later, he was told his contract would not be renewed, but he said he was not given an explanation.

Some observers at Valparaiso speculated that his involvement in a case of alleged plagiarism—discussed by Mr. Gullmeier after his appointment—had been a factor.

In that case *The Chronicle*, February 12, Mr. Gullmeier was accused of plagiarizing a scholarly article. He denied the allegations, but Valparaiso officials said they had determined that he had plagiarized.

Three learned societies looked into the case, and although one group asked him to remove the article from his résumé and never cite it, none ever issued a formal finding that plagiarism had occurred.

Valparaiso never had a no-comment policy.

—CAROLYN J. MCNIEMEY

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## FACULTY NOTES

- **Nomination for a Chicano studies post sparks heated dispute**
- **Wis. professors have new avenue to appeal denial of tenure**

The nomination of a white candidate for a faculty position previously held by a Latino professor of Chicano studies has sparked a heated dispute at the University of California at Berkeley.

The recommendation, made by the sociology department, was overturned by Carol T. Christ, the provost, after students protested the choice. The department appealed, but the rejection was later upheld by Chung-In Tien, the university's chancellor.

A member of the university's governing board criticized Ms. Christ, saying it appeared she had bowed to student demands that a minority candidate be appointed. "I don't think we should be responding to the whims of 'political correctness' on our campuses," the regent, Jeremiah Halliday, said.

Ms. Christ said she had disqualified the white candidate because his application had been submitted after the deadline. She said her decision had "nothing to do with the student protests."

The department, which contends that late applicants are often considered, based its appeal on the "vagueness" of the deadline policy.

The department had recommended Luis Vazquez, now on a fellowship at Harvard University,

whose research interest is the black, urban poor. About 100 sociology students boycotted classes last month for nearly a week to protest Mr. Vazquez's selection.

Neil Sincler, the department chairman, said the tenure-track position initially had been designated for a professor specializing in Chicano studies. But after the Latino professor resigned from the position and two other Latino scholars joined the department, the slot was designated as an ethnic-relations post, he said. Department members voted overwhelmingly for Mr. Vazquez, he said.

—JACK McFARLEY

Faculty members in the University of Wisconsin System who believe they were denied tenure on discriminatory grounds now have a new avenue for appealing internally before resorting to a lawsuit.

A law signed last month by Gov. Tommy G. Thompson, a Republican, gives new power to independent appeals committees to review cases in which professors allege they were denied tenure by a department on the basis of "impermissible factors."

Besides race and gender, such factors include issues unrelated to discrimination, such as allegations that a review committee ignored information re-

lating to a professor's qualifications.

Previously, Wisconsin law said that faculty members in the system could not get tenure without the approval of their departments.

Under the new law, the regents have the authority to grant tenure without a department's approval under three conditions: if the chancellor of the campus approves; if a standing committee on the campus finds that tenure was denied on impermissible grounds; and if an independent committee recommends that tenure be granted.

The new law was inspired in part by a lawsuit filed against the Milwaukee campus, C&M Pillsbury, a former professor at Milwaukee who now teaches on the system's Green Bay campus, claims she was denied tenure by an all-male panel in the business school because she is a woman and was pregnant at the time.

Her suit is pending.

Meanwhile, a report on a state audit of Milwaukee's affirmative action office criticized its record of investigating discrimination and harassment complaints. It said that "some serious complaints have not been investigated" and that records of complaints were not typically kept.

Milwaukee officials say they are reorganizing the office to correct the problems. —DENISE K. MAGNER

## American Council Chooses 32 Fellows

WASHINGTON The American Council on Education has chosen 32 scholars and administrators to participate in its 1992-93 fellows program. The program enables the fellows to become involved in academic administration and policy making at their own institutions or on other campuses.

Following is a list of the fellows and their current institutional affiliations.

Angelo Arment, Jr., director of planning, dean of University College, and professor of physics, Villanova U.  
John B. Bruden, professor of agricultural economics, U. of Illinois at Urbana-Champaign  
Carolyn S. Bunt, professor of law, U. of Kentucky  
Deborah A. Brown, associate dean for academic affairs, Livingston College, N.J.C.  
Muelita A. Brown, associate professor of business education and office administration, U. of the District of Columbia  
Richard L. Byrnes, professor and head of the division of internal medicine, U. of Colorado Health Science Center  
Michael T. Christy, vice-president for student development, Iowa College  
Hattie L. Condit, director of institutional self-study and professor of English, Mississippi Valley State U.  
Merrill J. Ford, executive assistant to the president and professor of law, U. of Maryland  
Thomas J. Haas, associate professor and chief of the chemistry section, U.S. Coast Guard Academy  
Edward C. Hiebert, associate professor and director of medical education in the cancer center, Duke U.  
Harry Hendon, associate professor of cancer detection, Montgomery College  
Wilma J. Henry, assistant professor of career development and assistant dean for administrative and student services, Wichita State U.  
Zachary R. Hodges, dean of student services, Northwest College of Nursing Community College System  
Robert Holcomb, director of the honors program, Eastern Michigan U.  
Gailley Y. K. W. Leung, assistant university librarian for technical services, U. of California at Irvine  
Reginald Merling, professor of English and special assistant to the president, Memphis State U.  
Arlie D. McDonald, dean of the evening college, U. of Missouri at St. Louis  
Sylvia A. Moore, associate professor of family practice, U. of Wyoming  
Page B. Shuhart, professor and chair of microbiology and immunology, Medical College of Pennsylvania  
Lola E. Wally, professor of psychology, U. of Wisconsin at La Crosse  
Anshu V. Nirmally, professor and chair of chemical engineering, California State U. at Long Beach  
George D. Nelson, assistant provost and associate professor of astronomy, U. of Washington  
Jane C. O'Brien, associate dean of academic administration in the College of Liberal Arts, U. of Minnesota  
Charles W. Ostrom, Jr., professor of political science, Michigan State U.  
Feliciana R. Remy, associate dean for academic affairs and professor of law, California State U. at Sacramento  
Jayne E. Richmond, associate professor of college-student personnel and director of the graduate program, U. of Rhode Island  
Elizabeth A. Rutschbach, professor of economics, Queen's College of City U. of New York  
Robert T. Sherron, associate professor of economics, Santa Clara U.  
Sue Hall III  
John Stephenson, academic associate to the provost, Southeast Missouri State U.  
Donald J. Tress, associate professor of education, Lehigh U.  
Marlin Wehler, professor of architecture and urban planning, U. of California at Los Angeles

## Personal &amp; Professional

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A hundred years ago, computers worked with pen and ink by candlelight. Most models had linen covers, cravats, and powdered hair.

While a computer is still "a person who computes," it is also a powerful electronic machine that performs operations that yesterday's calculating clerks could not have imagined.

Beginning April 6, the Public Broadcasting Service will air a television series on the history of the machine called "computer" and its impact on society. "The Machine That Changed the World" will trace the computer's development from a room-size, data-processing center to personal computers to machines that create virtual reality.

The one-hour shows will be broadcast on five Monday nights, concluding on May 4.

Lafayette College is using computer technology to encourage members of the news media to contact its professors who they want information or informed opinion.

The public-information office has issued a disk called "We Know What," a directory of almost 200 faculty experts. The directory gives professors' areas of expertise, education, experience in foreign countries, and telephone numbers. Journalists use an two personal computer or compatible machine to use the directory.

Patricia A. Facchini, associate director of the public-information office, notes that the electronic directory is free-of-charge. "The directory has been prepared on a computer scanned to identify and eliminate any known computer viruses," she says. "It has been reproduced on virgin diskettes and contains no executable programs through which a virus might be transferred."

When it comes to promotion, tenure, and new jobs, how much credit do faculty members get for professional activities on electronic networks?

That query brought a range of responses in a recent debate on Rinet, a network widely used by academics.

Network activities "count a lot when people are considering whom to ask to write articles for publications and to speak at conventions and workshops," said Mary B. Jensen, director of the law library at the University of South Dakota. "When you are asked to write or speak because of your activities on the network, that definitely counts when it comes to promotion, tenure, and job hunting."

Network activities don't count at all, according to William J. Hunter, an associate professor of teacher education and supervision at the University of Calgary, who said he spoke only for the education faculty. "The answer is None. To date, no one has even posed the question."

## Information Technology



Brian S. Brooks, an associate professor who helped to develop the computer network at the U. of Missouri Journalism school: "What empowers people in society today is information."

## Computers Put a Journalism School on Technology's Leading Edge

By DEBRA E. BLUM

COLUMBIA, MO. When a crumetienne, Paula Poundstone, was performing at the University of Missouri at Columbia last year, she asked a student in the audience what her major was. When the student replied "Pre-journalism," Ms. Poundstone quipped: "What is that, you write everything in pencil?" "That remark was funny for two reasons," says John Arwood, a graduate stu-

dent at the School of Journalism here. "Because it was just a funny joke and because it was such an ironic thing to say at a place like this."

Missouri's journalism school, which opened in 1908, is the oldest in the country. It is now one of the leaders in moving journalism education toward the 21st century.

The school's 820 students use approximately 300 IBM personal computers linked with one another on a network. News bu-

reans in Jefferson City, Mo., and Washington are connected to the network by modem. The school is about to install a microwave link to its television station eight miles away. With all that equipment, the students are hardly doing their work in pencil.

Students learn to use computers for everything from simple word processing to electronic imaging, in which photographs are transmitted digitally. Even students who are pre-journalists—those taking prerequisite courses with the intention of entering the school in their junior year—learn to work on computers.

## Dealing With Dilemmas

The Missouri school is one of many around the country that have sought to replace aging minicomputer systems—or, in some cases, even typewriters—to try to catch up with changes in the advertising, news, publishing, and public-relations industries brought about by personal computers.

Being on technology's leading edge has forced the school to deal with the dilemmas that accompany change at higher-education institutions. Some faculty members are concerned that the fascination with rapidly changing technology has overshadowed the concepts, principles, and substance of the subjects being taught. Others say that partnerships developed with private corporations to pay for the new machinery may jeopardize the independence and integrity of research on the campus.

"Some people like myself would be Continued on Following Page

## Testing Service to Offer Computer Version of the Graduate Record Examination

PRINCETON, N.J.

Beginning next fall, students seeking admission to graduate school will be able to take the Graduate Record Examination on computers.

The initial computer version, which will be offered at centers in about 100 metropolitan areas, will be the same as the traditional paper-and-pencil test. Students will answer multiple-choice questions on the screen, clicking a mouse on their answers. Like the paper test, these will receive a numerical score.

Beginning in October 1993, however, students will take on "adaptive test," in which the questions depend on the student's previous answers. As long as the student responds correctly, the computer will pose increasingly difficult questions. When the student makes a mistake, the computer will ask an easier question. This give and take will continue until the stu-

dent's proficiency level is established. The level will determine the score. The Educational Testing Service, which administers the Graduate Record Examination, will offer the computer version as an alternative to the paper test. It has no plans to discontinue the traditional paper exam.

## Available 3 Days Each Week

Beginning next October, the computer test will be available three days each week by appointment. The ETS will continue to give the traditional test five days a year. About 400,000 applicants to graduate schools take the Graduate Record Examination every year.

Students will have to pay \$90 to take the exam on computer. The paper test costs \$45.

Putting the graduate test on computer Continued on Page A22

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## Computers Put a Journalism School on Technology's Leading Edge

Continued From Preceding Page  
moderately content with a quill, so it takes some adjusting to get used to all the technology," says Lee Wilkins, the school's associate dean for undergraduate studies. "The important thing that we all must keep in mind is that technology may make things niftier and faster, but it should not change the very basics of what we need to teach."

### Running Out of Space

At Missouri, "the computer age" was ushered in in 1985 when two journalism professors realized the school was running out of space on its minicomputer. The system was used to produce the *Missouri*, the city's morning newspaper and the only such publication produced by a journalism school.

With \$42,000 from the univer-

sity, the professors—Brian S. Brooks and Phillips Brooks—developed an on-line computer network for the newsroom, using 12 personal computers, some pick-

**"Some people like myself would be moderately content with a quill, so it takes some adjusting to get used to all the technology."**

ased software, and their own programs. Networks were new at the time, and the professors knew of no other newspaper using one for its editorial operations.

The network, which included an

on-line library of articles and graphics, worked so well that the professors proposed an even more ambitious plan to link all the school's components, including faculty offices, the television station, and the newspaper's news bureau in Washington. A faculty panel worked with the Brookses, who are not related, to draft a plan for computerizing the school and to look for outside support for the multimillion-dollar project.

### Agreement With IBM

In 1989 Missouri "struck gold," according to Brian Brooks. It signed an agreement with the International Business Machines Corporation for a joint research project that began with the company's giving 280 personal computers to the journalism school. Mr. Brooks es-

timates that the three-year arrangement, which has just been renewed for another three years, has brought Missouri as much as \$13-million worth of hardware, software, and technical support.

The project is thought to be one of the largest such partnerships in a journalism school. It has helped Missouri develop one of the most advanced networking, word-processing, research, and photo-journalism capabilities in the country. In return, the computer manufacturer has gained invaluable insight into the newspaper industry by using Missouri as a test site.

The university, too, has invested in the changes in the journalism school. It spent nearly \$500,000 to remodel the newsroom and classrooms to accommodate the computers. The main journalism building, which was built in 1919, had ceilings and walls that were as thick as 16 feet, making work difficult. With a matching contribution from the Knight Foundation, the university plans to complete a \$5-million building for the school within the next few years.

"Wint empowers people in soci-

**"Technology may make things niftier and faster, but it should not change the very basics of what we need to teach."**

ety today is information," says Brian Brooks, an associate professor of journalism. "We would be neglecting a huge part of the industries we are training our students for if we didn't teach them how to use computers as an tool for information gathering and analysis."

Indeed, computers have become an integral part of the curriculum. Students in all but three of the school's 20 advertising courses, for example, use computers as more than just word processors, says Gail Baker Woods, who heads the advertising department.

"There has been a total revamp of our curriculum from five years ago, when our classroom laboratories were only stocked with typewriters," she says. "We have to move us at this pace to keep up with industry."

Some faculty members, however, question the need to keep abreast of every technological turn.

### 'More and More Machines'

"Students have to spend so much time learning how to use sophisticated equipment that they tend to lose sight of the importance of the message they are ultimately using the equipment for," says Rod Gelatt, chairman of the broad-casting department, which helps operate the school's NBC television affiliate in Columbia.

Don Rarly, head of the magazine department, shares Mr. Gelatt's concerns. While both professors say they appreciate the importance of teaching students to use computers, they also say they are bothered

by the cost of buying and operating elaborate systems and by the emphasis on technology in the classroom.

"It seems we're raising and spending money on more and more machines, when resources could be better used toward attracting more people with thinking and analytical skills, rather than technical skills," Mr. Rarly says. "The danger we face in the race to be the school with the most toys is that we may be turning out just a bunch of button pushers."

### 'Biases and Problems'

Betty Houchin Winfield, who teaches the history of journalism, says higher-education institutions should expect to encounter some skepticism and glitches as they attempt to integrate computers into their curricula.

"There are biases and problems with any new technology," she says. "Not everyone sees the need for more bells and whistles. Not everyone is literate in the new ways, and not everyone agrees on how much emphasis there ought to be on technology in the classroom."

In addition, some academics are wary of close ties with corporations, says Ms. Winfield. "I think most people see the IBM partnership as a blessing because we know we couldn't afford all this on our own," she says. "But there are always those who wonder if he who pays the piper calls the tune."

Ms. Winfield says she doesn't believe the institution's relationship with IBM has infringed on research. Also, she notes, the relationship is not exclusive. Missouri has received hardware and software from other companies, too.

According to IBM officials, the company is on the campus simply to observe how the university uses the technology.

"They are calling the shots as to how the computers and programs are used," says Jeff Leonard, an IBM systems engineer who visits the journalism school almost every afternoon. "For us, this is a working laboratory. We learn from how they apply the technology to their work."

On this day, Mr. Leonard is attending a reception to celebrate the renewal of the agreement with the university. Professors, administrators, and IBM officials speak about possibilities for the coming years and about plans to provide 200 new computers by the summer.

With those machines, the journalism school will become one of several test sites for an improved version of the original operating system used for the newsroom project. With it, the company says, students should be able to write a story, read a wire story, watch television, and have their copy edited all on the same screen at the same time.

"There's definitely been some culture shock here because we are changing so much and so fast," says Brian Brooks, who has been walking around the reception room like a proud new father. "But we are doing it within the mission of the school—to teach our students to be competent, thoughtful professionals in their field." u

## Information Technology

## Information Technology

## Professor Helps Journalists Use Computer Data Bases in Reporting

COLUMBIA, MO. — The computer is revolutionizing it. Reporters who once reserved computer research for long-range projects are beginning to use it in their daily reporting.

According to *The Washington Journalism Review*, one of the first major computer projects was done in the early 1970's by two reporters at *The Philadelphia Inquirer* who gathered more than 100,000 pieces of information about criminal-court cases in the city. They entered the data on IBM punch cards for computer analysis. Their analysis uncovered gross discrimination and disparity in the treatment of defendants in the city's criminal courts and led to a series of articles called "Crime and Injustice."

Since then, many ground-breaking projects have moved the technology along.

Howard Lerner, a graduate student in journalism at Missouri, is taking Mr. Jaspin's computer-assisted reporting class. He sits in front of a computer during an exercise with a classmate, Lisa Kremer. As the two wait for the computer to sift through a tape from the Federal Election Commission, searching for campaign contributions who gave exactly \$5,000 to a candidate, he talks about the importance of this kind of work.

"Most students leaving this school will be comfortable using a computer as a word processor at the very least, and that may not be enough for right now," Mr. Lerner says. "But everything is moving rapidly, and being able to use a computer more completely will soon be necessary."

Mr. Jaspin and others in the news business recognize the potential for problems in computer-assisted reporting. Mr. Jaspin says reporters must be careful not to neglect the human-interest side of a story that may be loaded with numbers and statistics. He also notes that computers may make mistakes and, whenever possible, data should be checked against paper records.

Getting hold of some computer records is also a problem, as government agencies are now being asked for information that is inaccessible or too innately to transfer.

Mr. Jaspin himself has come across some roadblocks. Last month, for example, he and a research assistant at the Institute used the Missouri Department of Corrections in state court, claiming the department had failed to comply with a state law that requires state agencies to open records to the public. The department said that some of the information about the population of state prisoners on the requested tapes contained confidential personal records and would not be sent to outside researchers.

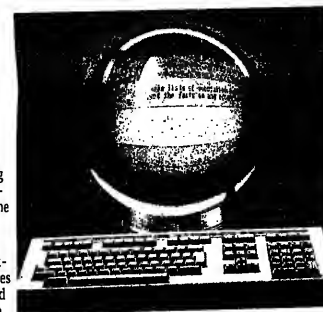
"We are all beginning to cover a lot of new ground with computer-assisted reporting, and everyone is excited about it," Mr. Jaspin says. "And we are sure going fast."



Elliot G. Jaspin of U. of Missouri's journalism school: "We are all beginning to cover a lot of new ground with computer-assisted reporting, and everyone is learning as we go."

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## A Communitarian Alternative to Liberal Individualism

Continued from previous page

prime objective will not be to find common ground—but to impose your will on others. As the 19th-century French thinker Alexis de Tocqueville noted, this attitude “saps the virtues of public life,” reducing it to little more than an adversarial market transaction.

As if this weren't bad enough, the dynamic governing public life extends into private life. Statisticians will voice and other forms of intra-family litigation belie the claim that we can be open, cooperative, and virtuous at home and predisposed to “invert our rights” only when we venture into the workplace, the marketplace, and the polling place. Today, husbands and wives, parents and children define their relationships to one another not in terms of obligation and interdependence, but in terms of preputal contracts, parental rights statutes, and other legally recognized adversarial claims. In short, our veneration of rights as the instruments of individual autonomy reinforces our tendency to see other people as potential oppressors and threats. This in turn makes our public life into a battlefield and nurtures an attitude of distrust and emotional fortification in our personal lives.

The remedy for this situation is not to eliminate rights but to put them into a more congenial context. Within the past two or three decades, and with increasing frequency during the 1980's, historians, political theorists, and legal scholars have rediscovered and begun rebuilding an alternative to liberal individualism, a counter-thesis to the theory that they argue offers a less cynical and corrosive account of human nature and politics. The startling point of this counter-thesis—sometimes labeled communitarianism, sometimes going by its 18th-century title of civic republicanism—theory is a conception of human nature grounded in Aristotle, who says in the *Politics* that humans by nature are not self-contained, but are “polis dwelling” animals. Thus, communities create individuals, individuals don't create communities. As he the contemporary left nor right recognizes, the community situates us and binds us together in a web of support and obligation, providing us identities and different roles. In doing so, it makes it possible for us to be *human* beings. The community is not a necessary evil where individuals join forces for their own convenience; rather, it is the institution through which linking animals become human beings.

**P**OLITICS, in this vision, is the shared quest for a common definition of the good life. Participation in the public life of the community, through the search for common ground, is not a chore or a burden; it is the activity in and through which people become citizens—which is to say, through which they become fully human. Politics does not constrain freedom, but facilitates it by providing the arena in which a person might carry on the activities that make government consensual, that allow for participatory self-government instead of tyranny.

In such a polity, rights play a different, smaller, but nonetheless essential, role. Some serve as the background against which public deliberation takes place or the safety net beneath it, serving to call a majority back to some fundamental principle when that majority is caught up in an aberrational or excessively zealous campaign—such as an “anti-communist crusade” or a “war on drugs”—that trammels

individual rights. On they guard the purity of the political process itself. Equal protection, for example, the precept behind the “one person, one vote” rule, guarantees that nobody is denied full and equal right to give or withhold consent at the ballot box.

This conception of rights, I suggest, is hardly radical. In fact it is closer to the original understanding of the Founders of this country than is the contemporary conception shared by mainstream liberals and conservatives. The Framers, we must recall, did not include a Bill of Rights in the

“As neither the left nor right recognizes, the community situates us and binds us together in a web of support and obligation.”



Constitution. Their Constitution was a blueprint for government, an organizational chart telling different branches and levels of government their powers were. Its concern was not inhibiting governmental authority over individuals, but authorizing and distributing it.

One reason for this focus was the Framers' belief that a well-constituted democratic government would consist of virtuous representatives of the people themselves, thus obviating any need for limitations on government power. And when under pressure from the anti-Federalists, who feared centralized government, the new nation adopted a Bill of Rights, its amendments had a different meaning from that which we give them today. The words are the same, but the accent marks, the

political teeth; . . . that the greatest means to freedom is an active people; and that this should be a fundamental principle of the American government. . . . Believing in the power of reason as applied through public discussion, they eschewed silence covered by law.

In other words, the Framers conceived the First Amendment to facilitate, among other things, a broadly based and inclusive public discourse. While the free-speech guarantee did serve to protect unpopular views, those views had value not merely because they were a part of some individual's self-fulfillment or self-expression; rather, they were important because they contributed to the vitality and legitimacy of the community's public life.

### MÉLANGE

## Wanted: Mystery Writer for an Academic Whodunit; the Intellectual Staying Power of the American Left

AS FAR AS I KNOW, no one has ever written an academic mystery story, of the genre of *Gatsby* by Dorothy Sayers, bearing the title *Enigma Canis*, but I have often thought that somebody should write one. . . . For the 24 hours or so surrounding the conference of honorary degrees at a university provide . . . the makings of a first-rate murder story: a group of scholars from various disciplines and places . . . suddenly brought together to become instant classmates—wined and dined and doctored (in at least one sense of that disquieted), until one of the mystery writers like to say, crushed to death because someone has tampered with the switch of the electronic movable stacks in the university library containing the complete set of the tomes of *Præcæ Lollinibus Monumenta Epigraphica* together with the *Corpus Inscriptionum Latinarum*.

There is a fascinating list of other than the usual suspects—librarians, archivists, palaeographers, editors, professors of all ranks (and some ranker than others), with a few deans, provosts, and presidents thrown in. So whodunit? A

scholar who had been working for 20 years on a *utopian opera*, only to be scooped by Professor X? The author of a book that X disemPOWERED in a review for the *Times Literary Supplement* (now that these reviews are being signed)? Someone who he beat out for chairman—or, more likely, someone whom he arranged to get appointed as chairman? A disgruntled former graduate student? A former lover or would-be lover? . . . The possibilities are almost infinite; for after all, as both Woodrow Wilson and Henry Kissinger observed after going on from the Academy to other kinds of political notoriety, the reason academic feuds are so bitter is that the stakes are so small.

*Jaroslav Pelton, professor of history at Yale University, in a speech at the University of Chicago's centennial dinner*

**W**HAT IS STRIKING about the Academic Left is its persistence despite historical developments and political realities. The intellectual staying power of the Left in the United States is matched by that in only one other Euro-

Nor was the right to bear arms designed for the benefit of the lone woodsman or his contemporary counterparts in the National Rifle Association who somehow believe that the Second Amendment embodies an absolute right to hunt, collect guns, or smelt mackerel. The full text of the amendment makes its purpose manifest: “A well regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed.” The term “militia” had a precise meaning for the Framers: a trained array of free citizens, available for call-up in emergencies. Partaking of a tradition tracing its origins to Renaissance political theorists, the Framers valued arms not for the protection they offered individuals from their fellow citizens, but as a necessary tool to protect the citizenry as a whole from attack.

**T**HE FRAMERS, then, never envisioned a rights-centered state. Unlike us, they recognized the paradox inherent in the idea of a republic built on the foundation of individual rights. The Framers therefore stood as no impediment to a modern reconsideration of the role that rights play in our political life. What they stand as an impediment is the entrenched belief that the theory of civic republicanism—with its revised conception of rights, individual liberty, and community—has no contemporary relevance or utility beyond serving as a comforting fable for our irrevocably fragmented and adversarial era.

Scholars must question this dismissive attitude, subject the possibilities of civic republicanism to critical scrutiny, and formulate proposals and strategies for putting the theory into practice and really testing its usefulness.

*David Schuman is an associate professor in the Department of School of Law and the Wallace J. Krupnick Family Fellowship.*

### OPINION

#### LETTERS TO THE EDITOR

## The Arts Endowment and Freedom of Expression

Dear Editor:

You have to wonder about the length of Leonard Garment's comment on the arts ("Financing Progress: Arts With Public Money: Troubled Three Ends," Opinion, March 11, p. 10). The article is not a model of free expression, but it is an excellent example of the kind of free expression that the National Endowment for the Arts (NEA) is supposed to promote. It is a good example of the kind of free expression that the NEA is supposed to promote.

The NEA cannot and does not go out and select applicants—it is a government program to which any artist or organization can apply. Each application is measured against competing proposals and submitted to a national review panel. To review applications the NEA assembles knowledgeable citizens and recognized experts in each field, and from all parts of the country. They are asked to use their collective expertise to determine the most deserving applicants in that year. These selections are then reviewed by the National Council for the Arts, a body of Presidential appointees, which may recommend for or against any individual grant.

Mr. Garment takes great liberties with this carefully constructed process when he writes that “Last year, when the endowment's advisory council recommended that some of the same avant-garde performance artists who had conspicuously angered endowment critics be given grants for more projects, Mr. Frohman would not override the council.”

In other words, according to Garment's reasoning, the fact that these artists applied and were selected by the two independent levels of review that make up the NEA's regular procedure does not qualify them for funding because they have “angered endowment critics.”

The argument is silly. The choice is pretty clear: either a democratic review process, which will always have a few people offended, or unilateralism by the privileged few.

Mr. Garment's exhortation to art educators is also bothersome. What lesson is taught when educators “make it clear to their students that there is no such thing as government support without restriction on the work they do?” The implication is that the government is the chief patron of the arts, yet government support accounts for a minuscule proportion of artists' incomes or funding. Similarly, the proposition that the NEA totals only one-hundredth of 1 per cent of NEA expenditures.

Should we teach art students to be aware of an undefined limbo of restrictions to prepare them for the once- or twice-in-a-lifetime chance of government assistance? How does that affect the ability of young artists to think about making money in the art, a limited, narrow field for the government and answer for the private sector?

Or have we skewed national discourse by teaching art students to be aware of an undefined limbo of restrictions to prepare them for the once- or twice-in-a-lifetime chance of government assistance? How does that affect the ability of young artists to think about making money in the art, a limited, narrow field for the government and answer for the private sector?

“Broaden the search and find someone who can teach sophomore biology, recruit, coach women's tennis, and raise major gifts.”



Leonard Garment's opinion piece both enlightening and maddening. Mr. Garment sums up, very succinctly, exactly what is wrong with the arts endowment.

Speaking as one who was there at its creation, he is kind enough to let us know that it was established to date out, in the good old-fashioned way, patronage. Here, then, is the artist's (and the museum curator's, stage and film director's, and literary magazine publisher's) dilemma: We may choose between outright cen-



“Broaden the search and find someone who can teach sophomore biology, recruit, coach women's tennis, and raise major gifts.”

ing less than full citizens whenever a complaint is made.

John Frohman, I think, came to see this hypocrisy for what it is. The only comfort that seasoned advisers, like Mr. Garment, could propose is that the chairman recognize his role as censor and not let it. Mr. Frohman, to his credit, saw a higher duty.

Why is Garment's argument wrong? Why should the chairman, when presented with a group of “offensive” applicants, simply veto them so that wholesome art can continue to flow? The answer lies in the process that the NEA follows in considering and making grants. And Mr. Garment should know that by ignoring that process he is being disingenuous.

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“DEFINITELY IT WAS AN AMERICAN BOOK BY AN AMERICAN AUTHOR NOW, LET ME SEE . . .”

THE SOURCE IS OF COURSE A FACTOR.

Member of the Independent Arts Group, New York City

### Faculty workloads and productivity

To the Editor: Faculty productivity issues are quickly becoming the focus of the financial debate in higher education. Tight Budgets Demand Studies of Faculty Productivity.” Opinion, February 19.

The argument, simply put, is that with the current conditions of fast-declining resources we should learn how to do more with less—a concept not foreign to many of us who have worked and experienced higher education at the institutional level. Those in student affairs, for example, have been faced with this issue of “making do” with less than other divisions on the campus for decades. Now the faculty and others whose primary responsibilities are the classroom/instructional division of the campus are beginning to be exposed to this concept as well.

It does make sense to look at faculty productivity, since a majority of the institutional budget is spent on faculty salaries supporting the instructional aspects of the campus. While I agree with this notion, I do not agree with the position put forth by Daniel T. Layzell that institutions should negotiate with state legislatures or “bargain” away their decision-making responsibilities regarding faculty workloads. The identification of faculty workloads for institutions is a decision that should be driven by the institutional mission, not legislative whims.

In a recent study I co-authored (conducted by the National Center for Higher Education Management Systems), the flexibility of setting faculty workloads was of paramount importance to some institutions and of little or no concern to others. The rationale for the differences seemed to be related to the institutional focus or mission and the respective administrators' willingness to allow flexible workload distributions across the campus. Mandatory statewide rank-and-tenure systems, which keeps libraries bankrupt trying to buy any current and complete.

Little university “research” is completely funded by outside sources. The present push to win research grants at any cost indirectly coasts the university and state a lot. The desire to have everyone doing research (at least now, to get promoted and tenured) means that the University is not doing it before it begins. I believe the

opportunity is too great here for state legislatures to develop cumbersome, allowing one religious/political viewpoint to shape the debate on arts and education.” SANFORD HARRIS, Arts and Humanities Division, New York City

Any gained institutional “flexibility” such as Layzell notes would be lost by the state's imposing and monitoring of average faculty productivity levels. State bureaucratic restrictions will multiply and lessen the institutions' decision-making abilities.

CHERYL D. LOVELL, Staff Associate for Research, National Center for Higher Education Management Systems, Boulder, Colo.

To the Editor: Kados to Daniel T. Layzell for addressing the touchy subject of faculty productivity. Unfortunately, he probably wisely, he sidestepped the inessential issue of “relevance.” Relevance is the real square issue being very productive at an irrelevant (further tower) activity? These two issues should be of particular interest to boards and legislatures voting for money to support schools. “Autonomy of public higher education” is more often used as a club to beat off the “relevance” javelin than the “faculty productivity” interloper.

Academia still tends to justify its *modus operandi* using medieval notions of *virtue*. This luxury can no longer be afforded! Consider two of the longstanding anachronisms: “publish or perish” and “research at any cost.”

A significant university expense is incurred by sending faculty to one or more conferences each year where in many cases the majority of the presentations are only to satisfy the publish-or-perish syndrome and have little relevance to anything truly worthwhile. This publish-or-perish push also partially fills the professional journals with academically contrived nonsense that never would have been published or published under a more rational system of rewards based on need and value (relevance). Because of increasing pressure to publish, there has been a proliferation of journals in the past 10 years, which keeps libraries bankrupt trying to buy any current and complete.

Little university “research” is completely funded by outside sources. The present push to win research grants at any cost indirectly coasts the university and state a lot. The desire to have everyone doing research (at least now, to get promoted and tenured) means that the University is not doing it before it begins. I believe the

Continued on Following Page

## Letters to the Editor

Continued From Preceding Page

versity, due to faculty release time, has to hire additional "faculty" to handle the teaching load. More research and more faculty mean more inefficiently used "research" labs and more offices (often causing classrooms to be converted to these purposes), thus putting pressure on the board or legislature to find more, costly buildings.

In addition, universities pay out directly and indirectly a lot of money through "matching" money for various reasons—some not too relevant. Universities can go bankrupt by taking advantage of all the enticing matching grants available to them.

Keeping up with the Joneses is another very costly issue. Does every university need a \$1-million wind tunnel, a \$5-million supercomputer, and a \$10-million accelerator? Universities need to find relevant niches and not bankrupt themselves by supporting every whim of the faculty.

Until this mushrooming blemish problem (publish or perish) and research of any kind and for any purpose is examined under the critical glass of relevance, it will continue to devour a large chunk of funding and will not effectively and efficiently address the needs of the state, region, and nation.

JAMES A. CULMAN  
Professor of Industrial Engineering  
Clemson University  
Clemson, S.C.

## TO THE EDITOR:

Daniel T. Layzell put his finger on the button. Productivity and downsizing are a thesis of the times. General Motors, the International Business Machines Corporation, United Technologies, as well as states, cities, and counties, are cutting jobs and reinforcing the ranks of the unemployed.

Colleges and universities are also being forced to join the procession. For the first time, there has been an absolute decrease in the number of dollars appropriated by the states for higher education. Over two years 12 states have decreased appropriations and 21 have increased funds less than inflation. Many private colleges and universities are also in financial difficulty not only because of recession but also because of decreasing enrollment, reduced giving, and diminished external support and indirect-cost recovery.

The quality of a large part of higher education is being severely degraded.

ed. Thousands of classes have been eliminated and those remaining are frequently overcrowded. Students are looking at an extended undergraduate career; faculty are becoming demoralized by teaching pressures and lack of pay increases and support. Space problems and deteriorating buildings and equipment contribute to the decline.

We cannot afford the degradation of our national capacity for higher education, including continuing education, advanced professional training, and scientific research. The world has become too complicated and competitive to permit that.

What needs doing in advance productivity in higher education? There are four crucial tasks:

1. Clearly identify "outputs" of teaching, research, and service.
2. Develop measures of the quantity and, especially, the quality of these products.
3. Associate the changes in organization, effort, technique, and equipment that will move toward improvement.
4. Provide incentives to encourage appropriate changes.

It is an intellectual and managerial task worthy of the talent available.

DAVID A. WILSON  
Professor of Public Organizations  
University of California at Berkeley  
Berkeley, Calif.

## Plagiarism allegations found to be groundless

## TO THE EDITOR:

Carolyn J. Mooney's article "Critics Question Higher Education's Commitment and Effectiveness in Dealing with Plagiarism" (February 13) reports that the American Historical Association is continuing to investigate charges of plagiarism leveled against Stephen B. Oates. However, if fails to mention the significant fact that Professor Oates's employer, the University of Minnesota, conducted its own investigation and concluded that the allegations against Oates were "groundless." That finding was reported to the American Historical Association on November 8, 1991.

The allegations against Oates arose in November 1990. Since then 22 prominent scholars and his own university have exonerated Oates, but the American Historical Association, in the words of your article, "has not yet delivered its verdict." It would seem to me that the lack of



THE CHRONICLE OF HIGHER EDUCATION

"Yes, Mr. Hucker, it's true. You're looking at the lesser-known Option 3 Track of the university's early-retirement program. Did you say pickles?"

effectiveness in dealing with plagiarism discussed in your article is also a lack of effectiveness in dealing with allegations of plagiarism that can inflict serious damage on a scholar's reputation and career.

ROBERT E. JONES  
Chair of the Board of History  
University of Massachusetts at Amherst  
Amherst, Mass.

## Full professors deserve their salaries

## TO THE EDITOR:

The recent article by Andrew Hucker, "Too Many Full Professors: A Top-Heavy Pyramid" (Opinion, March 4), is undoubtedly one of the worst examples of blatant age discrimination that I've read in a long time. Besides being downright ludicrous and simplistic, it is void of any merit. My first thought was to see if Queens College of the City University of New York would immediately take Professor Hucker up on his advice and reduce his full professor's salary accordingly. If for no other reason than the absurdness of Hucker's "selective research" (if one could even call it research), I feel that his full professor's salary ought to be shared with the newer faculty members of his college, who, according to his views, have all the bright new ideas and approaches. He obviously doesn't have any.

This unsupported assumption that only the new, untested assistant professors have the bright ideas, the creativity, the knowledge, and the effectiveness that older faculty don't have, because the untethered have an "overdose of young people's sensibilities," leaves one to wonder why the experienced full professors have done all their lives. This is pure unforgiveable age discrimination. Does Hucker really believe that all full professors, by virtue of age, don't earn their salaries, aren't aware of today's realities, are out of touch with reality, and are all self and secure in their own financial worlds?

I took me 20 years to get up into the low-60's salary range, but this was done only through merit increases that were based upon superior teaching and scholarly productivity. Most schools do not give their liberal salaries as Hucker claims.

His assumption that schools can't attract young scholars today because of "little money" just doesn't wash. Most schools seeking new assistant professors usually receive hundreds of applications. Competition is tough. Many schools up their salary offers to acquire the best. In fact, if one were to analyze the job opportu-

nities advertised in *The Chronicle of Higher Education* over the last several issues, one would find that over 40 percent of the job offers were to the associate- to full-professor levels. These institutions that Hucker tells us are having financial problems are the same institutions that are advertising jobs at senior-level starting positions.

Hucker's comment that his solutions are "not starry-eyed proposals" certainly can't be taken seriously. Show me one school today that isn't more stringent on promotion and tenure. Show me one institution that believes "young is best" and that experience, knowledge, and reputation account for little in a school's reputation. Show me one school where a good number of full professors don't wish to retire early. If it is correct that this full-professor boat leaves most colleges with little money to live or retain younger faculty, then why are so many colleges hiring at higher levels than the starting level?

No, the problem isn't a bloated upper class of high-paid full professors; the problem is with where we place the spending priorities during difficult times as well as prosperous times. He has looked at administrative costs? Those who subscribe to Hucker's strange logic would only demean our colleges and universities of their greatest resources. It would be the equivalent of having our best, most experienced teachers in private inner-city schools leave to make way for the new, inexperienced neophytes who know nothing about teaching and who only add to the chaos of the school.

I refuse to go back to the days when the starting salary for an assistant professor was \$10,000. That's what I began in 1968 (less than I was making teaching in a public high school). It's taken me all these years to finally get my salary up into the low 60's, but I'm still unable to afford a house in Los Angeles. This is hardly "financial good fortune," as Hucker would have many believe. Hucker may subscribe to Huey Long's "share the wealth" philosophy, but those of us who have earned these hard-fought rewards and yet continue to be productive teachers and scholars reject this simplistic problem solving. We call it what it really is: age discrimination, pure and simple.

ALFRED LUTENFORTH  
Professor of Education  
Loyola Marymount University  
Los Angeles

## TO THE EDITOR:

I have just finished reading Andrew Hucker's lament of the top-

heavy pyramid of full professors. He must not be 50 yet, as he is proposing ideas that I once fantasized about when I was that age. I'm only 48! I didn't express them.

I will be 60 my next birthday and the future doesn't look any better for me than it looks for a young professor. In fact a young professor has the positive prospect of working for another 40 years. I don't.

By the way, I have already taken early retirement from another university, presumably making room for two new assistant professors. I have done my good deed. . . . My retirement status will be quickly reduced because I will not have continuous retirement in one system.

The professors who, according to Hucker, use their money to fund face-saving medical bills after retirement, which they can presumably pay for and still help the rest of us by paying hefty taxes. It is a regressive system to think that good salaries do not contribute to a sound economy.

The real culprits in the financial problems of higher education were the state legislatures in the 60's who placed an institution of higher learning in their districts regardless of the costs to the state and its long-term future. Since the occurrence of this phenomenon, we professors have been paying the price in lack of laboratory equipment (text and non-text) (the stack), poor upkeep of buildings, neglect of older campuses, and attenuated salary raises in many of the "glory years."

Asking full professors to pay the price, particularly those of us at the lower-paying institutions or who are getting below-average pay, is analogous to asking General Motors to go back to business to give Chrysler a chance.

R. CLAYTON SEALS  
Professor of Food and Agricultural Sciences  
Florida A&M University  
Tallahassee, Fla.

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 Third Street, N.W., Washington, D.C. 20037. Please include a daytime telephone number.

## OPINION

April 1, 1992

- Faculty exchange
- For sale
- Housing exchange
- Index
- Positions available

## Bulletin Board

## How to use this service

Readers of *The Chronicle* are invited to use these columns to find candidates for bona fide openings on their campuses, to seek new positions, and for other appropriate purposes.

## Classified advertising rates (per insertion)

Display: \$62 per column inch (boxed ads)  
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Box number service: \$15 additional charge  
No discount for multiple insertions

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Please specify preferred publication date(s), format, and billing information.

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Telex: 89-2505, 24 hours a day, 7 days a week.

Cables: CHRON WASHDC, 24 hours a day, 7 days a week.

Telecopier (FAX): (202) 296-2691, 24 hours a day, 7 days a week.

First class mail: Bulletin Board, *The Chronicle of Higher Education*, Suite 700, 1255 Third Street, N.W., Washington, D.C. 20037.

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Address envelope to Box \_\_\_\_\_, *The Chronicle of Higher Education*, Suite 700, 1255 Third Street, N.W., Washington, D.C. 20037.

## Deadlines

Copy and artwork must be received by the dates below. No cancellations or changes can be accepted after the closing hour (Eastern time). No space reservations accepted.

Issue Date	Closing Date
April 15	Monday, April 6, 2:00 p.m.
April 22	Monday, April 13, 2:00 p.m.
April 29	Monday, April 20, 2:00 p.m.
May 6	Monday, April 27, 2:00 p.m.
May 13	Monday, May 4, 2:00 p.m.
May 20	Monday, May 11, 2:00 p.m.
May 27	Monday, May 18, 2:00 p.m.
June 3	Friday, May 22, 3:00 p.m.

## FACULTY EXCHANGE

Individuals seeking temporary or permanent positions in other institutions are invited to submit their resumes to: *The Chronicle of Higher Education*, Suite 700, 1255 Third Street, N.W., Washington, D.C. 20037.

## FOR SALE

## SCHOOL FOR SALE

MAZEHONGAN (PORT TOWN) NEW YORK - Approximately 50 acres from New York City - ready for immediate use - Land 50+ acres - Building one story, 1,000+ sq. ft. - All amenities include kitchen and complete bathroom - excellent location - The University of Pennsylvania, the book is written in a style that is clear, straightforward, and easy to read.

Readers will find the search time-consuming, as well as the sample resumes and cover letters, particularly useful. The authors have included an appendix of scholarly and professional associations, relevant to the career development of their own discipline.

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184 pp. Paper, \$175.00  
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To order, call toll-free (800) 445-9880  
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The Lodge Group, 100 Lehigh Gardens, Kensington, London, W8 6JE  
Phone: (44) 181 972 1100 Telex: (44) 922201 Telefax: (44) 71 303 0081

## JOB SERVICES

## The Academic Job Search Handbook

Mary Miller Heiberger  
& Julia Miller Prok

This is an eminently practical and comprehensive overview of the process involved in searching for and obtaining an academic position.

Includes: Faculty Vacancies, 111 types of employment opportunities in higher education, 111 types of employment opportunities in higher education, 111 types of employment opportunities in higher education.

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### Chesapeake College

P. O. Box 8  
Wye Mills, MD 21679

#### Science Faculty

Chesapeake College is seeking a full-time, tenure-track, faculty member in Science. Faculty member will be self-motivated and possess ability to work effectively with students.

**Required:** Master's degree in biology, biochemistry, chemistry or physics-related field or in science education with appropriate content-oriented course work; previous teaching experience; ability to teach in biological science, physical science, and chemistry.

**Duties:** Lecturer in biology, chemistry or closely related field, previous teaching experience at the postsecondary level.

**Salary:** \$22,650 to \$32,755 with outstanding salary to exceed \$15,125, subject to final budget approval, and dependent upon qualifications and experience. Liberal fringe benefits.

#### Computer Information Systems

Chesapeake College is seeking a full-time, tenure-track, faculty member in Computer Information Systems. Faculty member will be self-motivated and possess ability to work effectively with students.

**Required:** Master's degree or equivalent in computer information systems or computer science; previous teaching experience; ability to teach courses in computer information systems and computer science.

**Duties:** Lecturer in computer science, computer science, and computer science-related fields; previous teaching experience at the postsecondary level.

**Salary:** \$22,650 to \$32,755 with outstanding salary to exceed \$15,125, subject to final budget approval, and dependent upon qualifications and experience. Liberal fringe benefits.

**YENESHAKE COLLEGE** is a fully accredited, public, four-year college, located on Chesapeake Bay, 170 miles from Washington, D.C. and 100 miles from Baltimore, Maryland, D.C. and is a member of the MJC.

For primary consideration, candidates should be submitted by April 16, 1992. However, positions will remain open until filled. Candidates who are not considered for a particular position must furnish a copy of all transcripts in time of interview.

Female and minority applicants are encouraged to apply.

### Faculty Positions

Chesapeake College

#### Chemistry Instructor

Closing date 4/24/92.

#### Microcomputer Applications Instructor

Closing date 4/24/92.

For more information, contact

Mira Costa College, Director of Personnel  
One Barnard Drive, Oceanville, CA 92056  
(619) 757-2121, job line extension 8021

An application and position description will be sent to you.

Mira Costa College is an equal employment opportunity and affirmative action employer and seeks to enhance its staff diversity by specifically inviting and encouraging qualified minorities and women to apply.

**Biological Sciences Faculty Position:** Chesapeake College is seeking a full-time, tenure-track, faculty member in Biological Sciences. Faculty member will be self-motivated and possess ability to work effectively with students.

**Required:** Master's degree in biology, biochemistry, chemistry or physics-related field or in science education with appropriate content-oriented course work; previous teaching experience; ability to teach in biological science, physical science, and chemistry.

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### ENGLISH COMPOSITION INSTRUCTOR

(2 positions)

#### Saddleback College

tenure-year substantial leave replacement

Full-time employment for 1992-93 academic year only.

**Opening #147776, Class Code 421092.** Master's degree or higher in English, literature, comparative literature, or composition field in accredited college or university OR Bachelor's degree in any of the above AND a Master's degree or higher in English, TESOL, speech, education with a specialization in teaching, creative writing, or journalism from an accredited college or university OR a combination of education and experience that is at least the equivalent of items 1 or 2 above. One year employment (full or part-time) of recent and successful experience teaching English Composition.

Salary position is based on years of experience and education. To obtain qualifications information and District application, contact Human Resources at 714-382-8800.

**SADDLEBACK COMMUNITY COLLEGE DISTRICT**  
2600 Marguerite Parkway  
Mission Viejo, CA 92692-3601

Saddleback Community College District is an Affirmative Action, Equal Opportunity Employer and actively seeks the employment of ethnic minorities, women, disabled and Vietnam veterans.

24-hour hotline 714/382-8800

**SEARCH EXTENDED**  
Alabama Agricultural and Mechanical University  
Normal, Alabama

**ASSISTANT PROFESSOR OF MUSIC EDUCATION AND ASSISTANT BAND DIRECTOR**

Announcement No. 730

Alabama A&M University invites applications for the position of Assistant Professor of Music Education and Assistant Band Director. Reporting to the Chairperson of Music Education, the incumbent is responsible for teaching Music Education (Methods and Curriculum), Applied Lessons, and directing the Band Director.

**QUALIFICATIONS:** Doctorate in Music Education preferred but will consider M.A. Applicants must be able to demonstrate successful teaching experience on the undergraduate and secondary levels.

**SALARY:** Negotiable commensurate with training, experience, and university pay schedule. This is a full-time tenure track position, expected starting date August 1992.

**JOB REQUIREMENTS:** Current federal law requires identification and employment eligibility verification prior to employment. Only U.S. citizens and permanent residents are eligible for employment. Candidates should submit a letter of application, curriculum vitae, and references, current resume, and the names, addresses, and telephone numbers of at least three professional references who will be contacted in relation to your competence for the position, to: D. H. H. H., Director of Human Resources, Alabama Agricultural and Mechanical University, P. O. Box 305, Normal, Alabama 35762.

Alabama A&M University is an Equal Opportunity Employer.

**DEPARTMENT HEAD**  
HEALTH AND PHYSICAL EDUCATION  
Northwestern State University of Louisiana

**POSITION:** Applications are invited for the position of Department Head of Health and Physical Education.

**QUALIFICATIONS:** A doctorate is preferred with experience in higher education. Applicants should have strong organizational, administrative, interpersonal, and supervisory skills. Applicant must demonstrate evidence that he/she is oriented and capable of leading a department.

**RESPONSIBILITIES:** The incumbent of the position will be responsible for the Department Head of Health and Physical Education. The incumbent will be responsible for the Department Head of Health and Physical Education. The incumbent will be responsible for the Department Head of Health and Physical Education.

**APPLICATIONS:** Send letter of application, curriculum vitae, and three letters of recommendation by April 30, 1992 to: Dr. Robert Allen, President, Northwestern State University, P.O. Box 2200, Natchitoches, Louisiana 70571.

**NORTHWESTERN STATE UNIVERSITY IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER.**

**Biological Sciences Faculty Position:** Chesapeake College is seeking a full-time, tenure-track, faculty member in Biological Sciences. Faculty member will be self-motivated and possess ability to work effectively with students.

**Required:** Master's degree in biology, biochemistry, chemistry or physics-related field or in science education with appropriate content-oriented course work; previous teaching experience; ability to teach in biological science, physical science, and chemistry.

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Female and minority applicants are encouraged to apply.

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**Duties:** Lecturer in biology, chemistry or closely related field, previous teaching experience at the postsecondary level.

### DIVISIONAL CHAIR OF COMMUNICATION AND THE ARTS

Marist College is an independent non-sectarian college located in Poughkeepsie, New York. The College is committed to excellence in undergraduate education and has an enrollment of more than 2,000 undergraduate students.

**Required:** Master's degree in Communication Arts or related field; previous teaching experience; ability to teach in communication arts and the arts.

**Duties:** Lecturer in communication arts and the arts, previous teaching experience at the postsecondary level.

**Salary:** \$22,650 to \$32,755 with outstanding salary to exceed \$15,125, subject to final budget approval, and dependent upon qualifications and experience. Liberal fringe benefits.

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### UNIVERSITY COMMUNITY COLLEGE

University Community College is a developing institution in the state of New York. The college offers university-level instruction in a variety of fields.

**Required:** Master's degree in Communication Arts or related field; previous teaching experience; ability to teach in communication arts and the arts.

**Duties:** Lecturer in communication arts and the arts, previous teaching experience at the postsecondary level.

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**Required:** Master's degree in biology, biochemistry, chemistry or physics-related field or in science education with appropriate content-oriented course work; previous teaching experience; ability to teach in biological science, physical science, and chemistry.

**Duties:** Lecturer in biology, chemistry or closely related field, previous teaching experience at the postsecondary level.

**Salary:** \$22,650 to \$32,755 with outstanding salary to exceed \$15,125, subject to final budget approval, and dependent upon qualifications and experience. Liberal fringe benefits.

**YENESHAKE COLLEGE** is a fully accredited, public, four-year college, located on Chesapeake Bay, 170 miles from Washington, D.C. and 100 miles from Baltimore, Maryland, D.C. and is a member of the MJC.

For primary consideration, candidates should be submitted by April 16, 1992. However, positions will remain open until filled. Candidates who are not considered for a particular position must furnish a copy of all transcripts in time of interview.

Female and minority applicants are encouraged to apply.

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### CLINICAL INSTRUCTOR

Full-time faculty position

in Clinical Instruction

in a medical center with the

DEPARTMENT OF

GENERAL DENTISTRY

This program is located in

Knoxville, Tennessee, and

is administratively an extension

of the University of Tennessee College of

Dentistry in Memphis. The

program has full accreditation

with four residents

receiving one year graduate

training.

Responsibilities will include

clinical education, research

and service for all areas

of advanced dentistry with

special emphasis on dental

care for patients with

medical problems in hospital

setting.

Tennessee license and

completion of an accredited

CPA or 5 years experience

in practice and clinical

teaching required.

177 is an Affirmative

Action Title 17/8000

60/40/40 Employer

Individuals interested

should send their Curriculum

Vitae to the following:

E. Wayne Davis,

D.D.S., M.S.

Director, Department

of Dentistry

1924 Alton Highway, U-360

Knoxville, TN 37620

(615) 544-0440

## UNLV

**WEST LIBERTY STATE COLLEGE**  
West Liberty, West Virginia

West Liberty State College, a fully accredited multipurpose four-year college, enrolls approximately 2,500 students in the northern part

WEST LIBERTY STATE COLLEGE IS AN  
EQUAL OPPORTUNITY EMPLOYER

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## EDUCATION

AT&T 3b15's running UNIX on

LAN experience  
deadline April 15.  
licensing, résumé,  
official trans-

colleges computer access within the working environment. The Department consists of eight full-time faculty with approximately 250 graduate majors. The Department controls resources include a VAX-11/750, a MicroVAX II, and two

The Department of Landscape Architecture and Regional Planning is offering a full-time, tenure track position at the Assistant level, commencing September, 1992. This is a research-based position. The successful candidate will be responsible for teaching and research in the field of landscape architecture and regional planning. The position is located in the Department of Landscape Architecture and Regional Planning, School of Architecture, University of California, Berkeley. For consideration, please send a letter of interest, curriculum vitae, and three references to the Department of Landscape Architecture and Regional Planning, School of Architecture, University of California, Berkeley, 2000 California Hall, Berkeley, CA 94720-1770. The deadline for applications is December 15, 1991.

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C O L L F G E

D. In mathematics and strong commitment to quality

campuses of Ohio University. OUB is non-residential campus, has approximately 1,100 students and is set in the rural Ohio Valley. The campus is 14 miles west of Wheeling, West Virginia, 60 miles south west of Pittsburgh, Pennsylvania, and 12

We are searching for faculty to join our dedicated community of faculty. We are seeking energetic, flexible, innovative individuals who wish to learn and grow with one of the most highly-respected community colleges in the country.

Child Development/Early Childhood Education Graduate (Doctoral) Assistant  
Child Development / ECE Coordinator

**Michigan State University**

...ability with transportation engineering and highway traffic operations. Desirable areas of expertise include, but are not limited to, the following: highway traffic flow theory; public transportation systems and operations; intelligent vehicle/highway systems; automation and control for transportation systems; and traffic control systems. The Faculty Search Committee, composed of Keith C. Crandall, Chair, Department of Civil Engineering, Room 760 Davis Hall, University of California, Berkeley, California 94720. The University of California is an equal opportunity, affirmative action employer.

**The Community College of Andriana**

**Computer Information Systems.** Associate, Doctorate preference, excellent, publication record, ability subjects: M. A. Cobol Systems. Apply by April 9, return to Dr. Larry Smiley, Division, Northwestern University, 630 South Lincoln Avenue, Evanston, Illinois 60201.

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allowing computer access within the teaching environment. The Department consists of eight full-time faculty with approximately 250 graduate students. The Department's computing resources include a VAX-11/750, a MicroVAX II, and two

Department of Landscape Architecture  
and Urban Planning

from, various doctorate and  
chological or counselor license eligibility, 24th.















**American Islamic College**  
FACULTY & ADMINISTRATIVE POSITIONS  
AVAILABLE FOR 1992-1993

Any man studying college is a four-year liberal arts college, he noted earlier.

view in development. It lacks overhead and Live Air input. The company is committed to providing high quality instruction and training to its students in the West through its Air Academy, located in Arroyo Grande, California. The College also offers a variety of degree, certificate, diploma, and credit programs, a non-degree certificate for community, and special opportunity employees. The college is seeking to fill several faculty and administrative positions for the 1992-93 academic year beginning in August 1992. All of the positions listed are contingent upon adequate funding. The salaries are competitive with other institutions in the area. For more information, please contact the following personnel upon request. All positions are temporary, but there is a possibility of permanent employment. Application, along with a resume and two letters of recommendation, should be sent to: Vice President, Air, East W. Irvine, California 92614.

**Dean of the College (one position)**  
Must have at least an M.A. degree with a background in administrative leadership in education. At least two-plus years of experience in supervisory administrative level position. Good written and oral communication at the interpersonal skills. Background in word processing and computer data base system. Shall be responsible for administrative management and supervision for planning, implementing, managing, and evaluating the student's curriculum and retention, faculty development, and staff administration.

**Registrar/Director of Student Affairs (one position)**  
Must have at least an M.A. degree with background in student affairs, business or education. At least two-three years' work experience, some of which should be in working with college students. Ability to work with students and staff. A background in word processing and computers is a plus. Should be able to provide exemplary administrative leadership in such recruitment, admissions, and retention.

**Director of Library (one position)**  
Must have an MLIS degree with two to three years' work experience in cataloging, acquisitions, and library management. Should have background in word processing and computer data base systems. Knowledge of Arabic preferred.

**Instructor: English as a Second Language (one position)**  
Master's degree in ESL required. Must have 2-3 years' teaching experience in ESL and second language acquisition and second language and the language

**Notes:** Part-time instructors in business, management, finance, accounting, economics, and journalism may also apply.



**Manager of  
Network and  
Systems Support**

SWARTHMORE COLLEGE is seeking an experienced professional to take responsibility for all networking services to the College community of 2000 faculty, staff, and students. The position involves primary responsibility for continuing development, installation, operation and maintenance of a thermal-based campus-wide area network (100 nodes) and associated LocalTalk local area networks (50 lans). The seeker must have a minimum of 5 years experience in network

We offer a salary commensurate with experience and an excellent benefit package. Please send resume with name, address and telephone numbers of three professional references to:

**Associate Director,  
Office of Personnel Services  
SWARTHMORE COLLEGE  
500 College Avenue, Dept. CH  
Swarthmore, PA 19081-1397**

**ASSISTANT DIRECTOR  
SPONSORED PROGRAMS AND RESEARCH**

Applications are requested for the position of Assistant Director in the Office of Sponsored Programs and Research. DePaul University is a private, comprehensive urban institution with 19,000 students in two main campuses in downtown Chicago. Located at a near north side residential area (Lincoln Park), its schools and colleges include Liberal Arts and Sciences, Commerce, Law, Music, Theatre, the School for New Learning, and a professional program in education. The institution's long-range plans anticipate further growth in the next five years in an enrollment of 18,000 students. Graduate programs include 53 master's fields and 3 doctoral programs, in computer sciences, philosophy and psychology. DePaul is a dynamic, innovative institution, with a growing volume of external grants, reaching \$4 million in 1990-91.

Primary responsibilities of the Assistant Director include working with faculty members and administrators to develop external grant applications and budgets, and identifying and publicizing sources of funding. The Assistant Director will also assure compliance with agency guidelines and federal laws relating to funded projects. Additional responsibilities include presenting grant-related workshops, preparing reports, analyzing grant data, and assisting faculty and administrators to develop proposals for internal funding.

Requirements for the position include an advanced degree, knowledge of federal and other grant agencies, faculty experience or experience with funded projects, and excellent oral and written communication skills. Knowledge of computer databases is also desirable.

The 12 month position is located at the downtown campus, but the Assistant Director will work with faculty from both campuses and from a wide variety of disciplines. Salary is competitive and benefits include medical and dental insurance, free tuition, pension, and four weeks of vacation.

The position is available on July 1, 1992. Review of applications will begin on April 15 and continue until the position is filled. Interested applicants should send a letter of application and a resume to:

Dr. Marjorie P. Picchowski, Director  
Office of Sponsored Programs and Research  
DePaul University  
243 South Wabash Avenue  
Chicago, IL 60604

DETROIT UNIVERSITY PRACTICES EQUAL OPPORTUNITY IN EMPLOYMENT  
AND EDUCATION.

**University of Wisconsin-Platteville  
ALUMNI PROGRAM MANAGER**

The Alumni Program Manager directs, leads, and manages the university's alumni relations program. Responsibilities include maintaining regular contact with approximately 30,000 alumni through established publications; planning and implementing alumni activities and programs, on and off campus; serving as liaison to the alumni association and its constituent chapters; working with other university organizational units in matters pertaining to alumni affairs; and

work of development, offering donor identification, initiating the solicitation process, conducting donor research and the records and computer system.

ment team and requires a level skills in data management. Receipt of applications is Friday, April 24, 1992. An alphabetical list of all nominees and applicants, without differentiation, may be released following the closing date. Send letter of application, resume, transcripts, and a listing of 3 references to:

University of Wisconsin-Platteville  
Alumni Program Manager Search & Screen  
414 Kernmann Library

One University Plaza  
Platteville, WI 53181-3099

UW-Platteville is an Affirmative Action, Equal Opportunity Employer. Women and minority group members are especially encouraged to apply.

Founded in 1866, the University of Wisconsin-Platteville enrolls 5,000 students in postsecondary undergraduate programs leading to degrees in agriculture, engineering, education, the arts and sciences. Graduate programs include land conservation planning. The campus is located in scenic

born Indiana, 8600 University  
Evening, Indiana 47712. A.A.

**Assistant Professor of History**  
Availability of funds, tenure  
and salary encouraged to apply.

**European History.** Ady, Nancy. *European History and the American Civil War: Germany and Reconstruction.* Albany: State University of New York Press, 1992. Dr. Ady is an assistant professor of history at the University of New Hampshire. She is the author of *Germany and Reconstruction* (1992) and *Germany and Reconstruction: A Study in American History* (1992). She is also the author of *Germany and Reconstruction: A Study in American History* (1992). She is also the author of *Germany and Reconstruction: A Study in American History* (1992).

**Massimo (Soviet)/Eastern European**  
Assistant Professor, Fall, 1992.  
To teach graduate and under-  
graduate courses. Ph.D. with experience  
courses. Usual course load two Western  
languages. Excellent foreign-diver-

State College.  
Industrial Technology Electronics Concentration, Associate Professor, Doctorate in Physics as well as degree in nuclear science required; experience in radiation technology.  
sumner or three references and salary requirements postmarked by April 3, to: Alex Popovics, Vice President, Human Resources, General Motors, 4801 N. Yates, Madison, Wisconsin 53719. Equal Opportunity Employer.

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## STUDENT AFFAIRS POSITIONS

**D**irector of Student Activities/Intramurals responsible for day-to-day implementation, supervision and evaluation of a complete student activities program/annual program consisting of cultural, social, recreational, and intramural activities, program planning and coordinating New Student Orientation Week, developing and teaching student leadership workshops and seminars, and supervising and coordinating the student activities program and activities for student, conference groups, community members. Reports to Associate Dean of Students. 11-month position begins in July. Position commences on Monday 11/01/94 11:00AM. Bachelor's degree or equivalent in Recreation Management or related field. Minimum 10 years student activities exp. in recreational setting. Exp. with new student orientation, intramural and administrative work. Excellent programing highly desirable. Salary commensurate with experience. Send resume and references to: Strong International, Inc., 10000 W. 10th Avenue, Suite 100, Golden, CO 80401. Student development theory Facilitated work processing skills are essential and develop/submitting exp. a plus. Must be self-motivated, good mental and physical condition. No phone calls. S.A.R.N.Y.: 522-005-0000. Compensation benefits. Refers Job #211

**R**esidence Hall Director/Counselor (two positions available) responsible for halls of 100-150 students. Includes staff selection, training and supervision; ad. programming; hall administration, advising individuals and Hall Council; student conduct; facilities mgmt., and building safety/security. Multiple appointment to Residence Counselor.

Counselor responsibilities: individual and group counseling; crisis intervention and follow-up; presenting seminars, workshops and ed programs focusing on developmental issues; recruiting and referral to community agencies; and teaching student success and leadership classes. 10.5-month live-in assignment reports jointly to Director of Residential Life and Associate Dean of Students. Position contingent on funding. **QUALIFICATIONS:** Master's degree in Counseling, Student Personnel with counseling emphasis, or other closely related area of study. Minimum of one year undergraduate or post-graduate live-in exp. required; full director exp. preferred.

Information to Janet Reed-Bradley, Personnel Officer, Northwest College,  
231 West Sixth Street, Powell, WY 82435. Please reference appropriate

**ABOUT NORTHWEST**

The college is located in northwest Wyoming, about 70 miles from the east entrance of Yellowstone Park and 80 miles south of Billings.

**I**nga, Montana, Pavee is a city of 5,200, the economy of which is based primarily on oil, farming, ranching, and education. Northwest College is a two-year, largely residential college of 2,000 students (about 1,000 full-time on-campus). Northwest's 95-acre campus includes 11 instructional buildings, five residence halls, student apartment complex, and student

center. The college serves students drawn from throughout the Rocky Mountain Region. It is committed to excellence in occupational and transfer programs within the context of a strong liberal arts tradition. Members

program within the context of a strong liberal arts tradition. Northwest College is accredited by the North Central Association, BOB.

**DIRECTOR**

**LOUISIANA SCHOLARS' COLLEGE**  
Northwestern State University of Louisiana

**QUALIFICATIONS:** A doctorate is preferred with experience in higher education. Applicants should have strong organizational, communication, interpersonal, and writing skills. Salary commensurate with experience and education. For consideration, send resume and references to: Director of Human Resources, 1200 University Ave., University of North Carolina, Chapel Hill, NC 27515. Equal Opportunity Employer.

**RESPONSIBILITIES:** Management of the academic, personnel, and financial affairs of the College within a University committed to the pursuit of academic excellence.

and concern for the needs and development of each individual student. The Director is the chief administrator of the department and must lead the development program. The Director has the responsibility to establish an effective recruitment program, without overlooking the need to build an administrative framework to support the program.

**APPLICATION:** Send letter of application, résumé, transcripts, and three recommendations by April 30, 1992 to: Dr. Robert Alms, President, North State University, Natchitoches, LA 71407. Salary Competitive.

approval plans. Server as liaison to faculty and students in the corresponding academic departments. Preference will be given to candidates with relevant experience in an academic setting.

is official record; provide us with reference material; interview and prepare reference. Assistant Director will be responsible for Compton, CRSP and Westlaw. Also provide general reference services during assigned hours, including some evenings and weekends. Reports to Assistant Director for collection, development, research, reference and services. University of Illinois, UTA, Graduate Library School.

Review of letters of application will begin May 22, 1992.

major advanced study in business, economics or geography required. Experience in computerized bibliographic and non-bibliographic searching essential. Experience in using law publications and Westlaw desired.

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1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 26









### Director of High Potential Program

The High Potential Program (HPP) has been in place at Saint Mary's College of California since 1973. Between 25-30 students from historically underrepresented groups are selected each year into the program, which offers bridging opportunities for success in an institution of higher education. Director will assess current program and develop a long-range plan; interact with a variety of college services in the process of admitting, advising, and teaching of students and directing the program. Requires an M.A. with Ph.D. preferred. A record of demonstrated success in administering and/or teaching in programs for at-risk student populations. Special sensitivity to the unique needs of Asian, Black, Hispanic, and/or low-income students who are first in their families to attend a post-secondary institution, excellent motivational and communication skills, ability to develop creative programs; grant writing helpful. Salary \$30,000 per year, dependent upon qualifications and experience. Full benefits package. Opportunity to live on campus as a Residence Hall Director. Consideration of applications will begin May 1, 1992 and continue until the position is filled.

Dr. Mario G. Hernandez  
Chair, Search Committee  
Saint Mary's College  
P.O. Box 3016  
Moraga, CA 94575  
(510) 651-4357

Saint Mary's College is a Catholic, coeducational, liberal arts college of over 4,000 students (2,100 undergraduates), operated by the Christian Brothers, and located 20 miles east of San Francisco. Over 125 years old, Saint Mary's is noted for its Great Books/Collaborative Seminar Program, the quality of its faculty, and the beauty of its campus. An EQUAL OPPORTUNITY EMPLOYER, the College is committed to diversity and encourages women, minorities, disabled individuals, veterans, and Christian Brothers to apply. The College assists, by itself, and administrators who sponsor or support the Catholic tradition.

### Adams State College Associate Director of Extended Studies

Position: In addition to day-to-day administrative operations, coordinating evening college classes, integrating third party consultants and staff, the Associate Director will represent the college in the San Luis Valley Distance Learning Project and act as grant writer for funding projects related to distance learning or extended studies. United, working in education and behavioral science. Twelve-month contract starting July 1, 1992.

Qualifications: Required: Master's plus in appropriate field, preferably education; established record of successful leadership activities; excellent interpersonal skills; knowledge of and experience in public schools; experience in grant writing. Preferred: earned doctorate; experience in distance learning or extended studies; knowledge of college level higher education; excellent organizational and follow-through skills. Applications: Send letter of application, curriculum vitae with copies of all transcripts, and three letters of recommendation responsive to stated qualifications to: Mr. Phil Gora, Director of Extended Studies, Adams State College, Alamosa, CO 81102; (719) 585-7761. Screening of applications will begin April 22, 1992, and continue until the position is filled.

An Affirmative Action/Equal Opportunity Employer  
Adams State College is particularly interested in applications from women and minorities.

Library Head of Serials/Acquisitions, Serials Librarian, Ph.D. in Library Science, 3-5 years experience in serials, preferably in a university library. Salary: \$25,000-\$30,000. Send resume and references to: University Library, Director of Serials/Acquisitions, University of Illinois at Chicago, 440 S. Dearborn, Chicago, IL 60607. Screening of applications will begin April 1, 1992. Consideration of applications will continue until the position is filled.

### PURCHASING DIRECTOR University of Iowa

The University is seeking a person to manage and coordinate all of the University purchasing function. The Director ensures that the purchasing function of the University can be carried out efficiently and effectively according to applicable rules and good practices and plan and direct the entire purchasing operation. Major requirements include a Bachelor's degree from an accredited school of business, a minimum of five years of purchasing experience in higher education, and experience with a minimum of 10 years purchasing experience in higher education. The successful candidate will have a strong understanding of the purchasing process, including the ability to negotiate with vendors, manage the purchasing process, and ensure that the University's purchasing function is carried out efficiently and effectively. The successful candidate will also have a strong understanding of the University's policies and procedures, and will be able to manage the purchasing function in a way that is consistent with the University's goals and objectives. The successful candidate will be responsible for managing the purchasing function, including the ability to negotiate with vendors, manage the purchasing process, and ensure that the University's purchasing function is carried out efficiently and effectively. The successful candidate will also have a strong understanding of the University's policies and procedures, and will be able to manage the purchasing function in a way that is consistent with the University's goals and objectives.

### CALIFORNIA DEPARTMENT OF CONSERVATION

The Department of Conservation promotes the wise and productive use of California's natural resources by providing a broad understanding of California's natural resources, including biological, geological, historical, and cultural resources, and by providing a broad understanding of the Department's policies and procedures. The successful candidate will be responsible for managing the Department's policies and procedures, including the ability to negotiate with vendors, manage the purchasing process, and ensure that the Department's purchasing function is carried out efficiently and effectively. The successful candidate will also have a strong understanding of the Department's policies and procedures, and will be able to manage the purchasing function in a way that is consistent with the Department's goals and objectives.

### ASSISTANT DIRECTOR DIVISION OF MINERAL GEOLOGY

Provides operational and policy support to the Director and Deputy Director in the formulation and administration of public policy and scientific projects. Requires a Ph.D. in Mineral Geology and a minimum of five years of experience in the field of Mineral Geology. The successful candidate will be responsible for managing the Division's policies and procedures, including the ability to negotiate with vendors, manage the purchasing process, and ensure that the Division's purchasing function is carried out efficiently and effectively. The successful candidate will also have a strong understanding of the Division's policies and procedures, and will be able to manage the purchasing function in a way that is consistent with the Division's goals and objectives.

### COOPERATIVE PERSONNEL SERVICES

Cooperative Personnel Services, Inc. is a leading provider of personnel services to the public sector. We are currently seeking qualified individuals for various positions. The successful candidate will be responsible for managing the company's policies and procedures, including the ability to negotiate with vendors, manage the purchasing process, and ensure that the company's purchasing function is carried out efficiently and effectively. The successful candidate will also have a strong understanding of the company's policies and procedures, and will be able to manage the purchasing function in a way that is consistent with the company's goals and objectives.

### ASSISTANT BURSAR

Turkdog University invites applications for an Assistant Bursar. The successful candidate will be responsible for managing the university's policies and procedures, including the ability to negotiate with vendors, manage the purchasing process, and ensure that the university's purchasing function is carried out efficiently and effectively. The successful candidate will also have a strong understanding of the university's policies and procedures, and will be able to manage the purchasing function in a way that is consistent with the university's goals and objectives.

### LOAN COLLECTIONS MANAGER

Turkdog University invites applications for a Loan Collections Manager. The successful candidate will be responsible for managing the university's policies and procedures, including the ability to negotiate with vendors, manage the purchasing process, and ensure that the university's purchasing function is carried out efficiently and effectively. The successful candidate will also have a strong understanding of the university's policies and procedures, and will be able to manage the purchasing function in a way that is consistent with the university's goals and objectives.

### UNIVERSITY OF ILLINOIS AT CHICAGO Office of Personnel Management

The University of Illinois at Chicago is seeking a person to manage and coordinate all of the University's personnel management function. The successful candidate will be responsible for managing the university's policies and procedures, including the ability to negotiate with vendors, manage the purchasing process, and ensure that the university's purchasing function is carried out efficiently and effectively. The successful candidate will also have a strong understanding of the university's policies and procedures, and will be able to manage the purchasing function in a way that is consistent with the university's goals and objectives.

### DIRECTOR, SCHOOL OF PUBLIC POLICY GEORGIA INSTITUTE OF TECHNOLOGY

The Georgia Institute of Technology seeks a person to manage and coordinate all of the School of Public Policy. The successful candidate will be responsible for managing the school's policies and procedures, including the ability to negotiate with vendors, manage the purchasing process, and ensure that the school's purchasing function is carried out efficiently and effectively. The successful candidate will also have a strong understanding of the school's policies and procedures, and will be able to manage the purchasing function in a way that is consistent with the school's goals and objectives.

Georgia Tech, a unit of the University System of Georgia, is a leading technological research university located on an attractive campus in the heart of Atlanta. The School of Public Policy is part of the Institute for College of Management, Policy, and International Affairs. The School of Public Policy has a focus on policy analysis and research in the areas of environmental policy, science and technology policy, and public policy. The successful candidate will be responsible for managing the school's policies and procedures, including the ability to negotiate with vendors, manage the purchasing process, and ensure that the school's purchasing function is carried out efficiently and effectively. The successful candidate will also have a strong understanding of the school's policies and procedures, and will be able to manage the purchasing function in a way that is consistent with the school's goals and objectives.

### Georgia Tech

### PROGRAM OFFICER Program on Latin America and the Caribbean

The Program on Latin America and the Caribbean is seeking a person to manage and coordinate all of the program's activities. The successful candidate will be responsible for managing the program's policies and procedures, including the ability to negotiate with vendors, manage the purchasing process, and ensure that the program's purchasing function is carried out efficiently and effectively. The successful candidate will also have a strong understanding of the program's policies and procedures, and will be able to manage the purchasing function in a way that is consistent with the program's goals and objectives.

### Coordinator of Minority Recruitment

Connecticut College seeks a highly motivated, energetic individual to provide a significant role in all aspects of the Admissions Office with particular responsibility for the recruitment of minority students. The successful candidate will be responsible for managing the college's policies and procedures, including the ability to negotiate with vendors, manage the purchasing process, and ensure that the college's purchasing function is carried out efficiently and effectively. The successful candidate will also have a strong understanding of the college's policies and procedures, and will be able to manage the purchasing function in a way that is consistent with the college's goals and objectives.

### Connecticut College

### DIRECTOR OF HUMAN RESOURCES

2700 Michigan Ave., Room 111-C  
New London, CT 06320

### Connecticut College as an Equal Opportunity/Affirmative Action Employer

The University of Illinois at Chicago is seeking a person to manage and coordinate all of the University's human resources function. The successful candidate will be responsible for managing the university's policies and procedures, including the ability to negotiate with vendors, manage the purchasing process, and ensure that the university's purchasing function is carried out efficiently and effectively. The successful candidate will also have a strong understanding of the university's policies and procedures, and will be able to manage the purchasing function in a way that is consistent with the university's goals and objectives.

### Arkansas Department of Higher Education

The Arkansas Department of Higher Education is accepting applications for the following positions:

**ASSISTANT DIRECTOR FOR PLANNING AND ACCOUNTABILITY**  
This position reports to the Assistant Director for Planning & Research. The successful candidate will be responsible for managing the department's policies and procedures, including the ability to negotiate with vendors, manage the purchasing process, and ensure that the department's purchasing function is carried out efficiently and effectively. The successful candidate will also have a strong understanding of the department's policies and procedures, and will be able to manage the purchasing function in a way that is consistent with the department's goals and objectives.

**COORDINATOR OF TECHNICAL EDUCATION PROGRAMS**  
This position reports to the Deputy Director of Technical Education and will be responsible for managing the technical education program approval process. The successful candidate will be responsible for managing the program's policies and procedures, including the ability to negotiate with vendors, manage the purchasing process, and ensure that the program's purchasing function is carried out efficiently and effectively. The successful candidate will also have a strong understanding of the program's policies and procedures, and will be able to manage the purchasing function in a way that is consistent with the program's goals and objectives.

**Arkansas Department of Higher Education**  
Little Rock, Arkansas 72201  
Attention: Mary Paulding, Personnel Manager  
Send resume and references to: Mary Paulding, Personnel Manager  
Little Rock, Arkansas 72201  
Equal Opportunity Employer

### Arkansas Department of Higher Education

### Indiana Department of Higher Education

The Indiana Department of Higher Education is seeking a person to manage and coordinate all of the department's activities. The successful candidate will be responsible for managing the department's policies and procedures, including the ability to negotiate with vendors, manage the purchasing process, and ensure that the department's purchasing function is carried out efficiently and effectively. The successful candidate will also have a strong understanding of the department's policies and procedures, and will be able to manage the purchasing function in a way that is consistent with the department's goals and objectives.

### Indiana Department of Higher Education

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### PROGRAM ADVISOR Indiana Memorial Union

The Indiana Memorial Union is seeking a person to manage and coordinate all of the union's activities. The successful candidate will be responsible for managing the union's policies and procedures, including the ability to negotiate with vendors, manage the purchasing process, and ensure that the union's purchasing function is carried out efficiently and effectively. The successful candidate will also have a strong understanding of the union's policies and procedures, and will be able to manage the purchasing function in a way that is consistent with the union's goals and objectives.

**ASSISTANT DIRECTOR FOR PLANNING AND ACCOUNTABILITY**  
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**Arkansas Department of Higher Education**  
Little Rock, Arkansas 72201  
Attention: Mary Paulding, Personnel Manager  
Little Rock, Arkansas 72201  
Equal Opportunity Employer

### Arkansas Department of Higher Education

### Indiana Department of Higher Education

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### DIRECTOR OF LIBRARY INFORMATION SYSTEMS

The Library IS Director provides leadership for the information systems function. The Director is responsible for the development and implementation of the library's information systems. The successful candidate will be responsible for managing the library's policies and procedures, including the ability to negotiate with vendors, manage the purchasing process, and ensure that the library's purchasing function is carried out efficiently and effectively. The successful candidate will also have a strong understanding of the library's policies and procedures, and will be able to manage the purchasing function in a way that is consistent with the library's goals and objectives.

**ASSISTANT DIRECTOR FOR PLANNING AND ACCOUNTABILITY**  
This position reports to the Assistant Director for Planning & Research. The successful candidate will be responsible for managing the department's policies and procedures, including the ability to negotiate with vendors, manage the purchasing process, and ensure that the department's purchasing function is carried out efficiently and effectively. The successful candidate will also have a strong understanding of the department's policies and procedures, and will be able to manage the purchasing function in a way that is consistent with the department's goals and objectives.

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**Arkansas Department of Higher Education**  
Little Rock, Arkansas 72201  
Attention: Mary Paulding, Personnel Manager  
Little Rock, Arkansas 72201  
Equal Opportunity Employer

### Arkansas Department of Higher Education

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## CANISIUS COLLEGE

The Jesuit College of Western New York

## Vice President for Academic Affairs

The Position: The Vice President for Academic Affairs reports to the President and is responsible for administering and coordinating all aspects of the instructional affairs of the College, including and including advising students, planning academic programs, and overseeing the academic departments. The Vice President is also responsible for overseeing the academic departments, including the College's academic programs, and for overseeing the academic departments, including the College's academic programs, and for overseeing the academic departments, including the College's academic programs.

Qualifications: An earned doctorate is required as well as teaching experience and a demonstrated record of success in academic administration. Candidates should have a strong background in higher education and a strong background in higher education and a strong background in higher education.

Application Procedures: Closing date for applications is May 1, 1992. Salary is commensurate with experience and qualifications, plus excellent fringe benefits. Applications should be sent to the Vice President for Academic Affairs, Canisius College, 1001 Main Street, Buffalo, New York 14208. (716) 886-2130.

An Affirmative Action, Equal Opportunity Employer

## ASSOCIATE DEAN FOR STUDENT AFFAIRS

School of Business Administration (SBA)  
California State University, Sacramento (CSUS)

Reporting to the Dean, the Associate Dean is responsible for a broad range of academic programs and administration of student programs (i.e., advising, internships, recruitment, etc.).

Qualifications: An appropriate doctorate degree, with preference given to candidates holding a terminal business degree, and evidence of demonstrated administrative skills, academic leadership, and effectiveness with students in a diverse environment. Salary will be commensurate with experience and qualifications.

Application deadline is April 15, 1992. Send application letter, current resume, 3 recent letters of recommendation, and transcripts of highest degree earned to: ABA Search Committee, School of Business Administration, California State University, Sacramento, Sacramento, CA 95819-4085.

CSUS is an affirmative action/equal opportunity employer and has a strong institutional commitment to the principle of diversity in all areas. In that spirit, we are particularly interested in receiving applications from persons of color, ethnic minorities, women, disabled individuals, and veterans who are representative of the diversity in California. CSUS hires only those individuals who are lawfully authorized to accept employment in the United States.

ASSOCIATE DEAN  
College of Information Studies at  
Drexel University

Drexel University's College of Information Studies is seeking nominations and applications for the position of Associate Dean of the College. The position is a full-time, permanent position. The position is a full-time, permanent position. The position is a full-time, permanent position.

Qualifications: An earned doctorate is required as well as teaching experience and a demonstrated record of success in academic administration. Candidates should have a strong background in higher education and a strong background in higher education and a strong background in higher education.

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Associate Dean  
For Technology

Waubensee Community College seeks an individual with a Master's degree in technology or related industrial technology field, or a Bachelor's degree in a technical area with a Master's degree in Education or an appropriate related field. A minimum three years full-time community college experience as an instructor or administrator plus successful work experience in business or industry is also required along with two years community college administrative experience at the department chair or program coordinator level or higher. Comparable business or industrial management experience may be considered.

The qualified candidate will supervise 12 full-time and 45 part-time faculty. We offer a salary in the range of \$41,000 - \$46,000 for this 12-month position.

Waubensee Community College is a fully accredited community college located in the heart of Chicago with a headcount enrollment of 7,000 students. The college is located in one of the fastest growing Chicago collar counties and operates a fully functional area telecommunications instructional system.

College application form, personal resume, and confidential records must be delivered to the Office of Human Resources, Waubensee Community College, 1001 Main Street, Buffalo, New York 14208. (716) 886-2130. Send applications and inquiries to:

WAUBONSEE COMMUNITY COLLEGE  
SUGAR GROVE, IL 60554  
(708) 466-4911 Ext. 214, 215, 287  
e-mail: wcc@wcc.edu

An Affirmative Action, Equal Opportunity Employer

## ASSOCIATE DEAN FOR STUDENT AFFAIRS

School of Business Administration (SBA)  
California State University, Sacramento (CSUS)

Reporting to the Dean, the Associate Dean is responsible for a broad range of academic programs and administration of student programs (i.e., advising, internships, recruitment, etc.).

Qualifications: An appropriate doctorate degree, with preference given to candidates holding a terminal business degree, and evidence of demonstrated administrative skills, academic leadership, and effectiveness with students in a diverse environment. Salary will be commensurate with experience and qualifications.

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Application deadline is April 15, 1992. Send application letter, current resume, 3 recent letters of recommendation, and transcripts of highest degree earned to: ABA Search Committee, School of Business Administration, California State University, Sacramento, Sacramento, CA 95819-4085.

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Dean for  
Academic Affairs

Samuel Merritt College (SMC), located in the San Francisco Bay Area, is a small, growing, accredited independent college dedicated to the health sciences. Affiliated with a major metropolitan medical center, we offer graduate study in physical therapy, undergraduate study in nursing, and will offer a graduate program in nursing beginning fall, 1992. We are currently seeking a Dean for Academic Affairs to fully demonstrated leadership, vision and energy to promote the college's vitality, integrity and advancement of academic programs.

As the selected candidate, you will plan, develop and implement academic programs, and assure they are conducted in keeping with our institutional mission, and regional and professional accreditation standards. You will recruit and develop outstanding faculty and staff, and design academic policies and procedures. Developing learning resources including the library and computing facilities, as well as managing the academic divisions budget will also be your responsibility.

To qualify, you must be committed to academic excellence in higher education and the health sciences, and have an earned doctorate in an appropriate field with a distinguished record of teaching. An active scholarship commensurate with the rank of associate or full professor, and progressive, effective experience in academic administration, including positions at the dean or equivalent level are required. Experience in program development, strategic planning, accreditation, and excellent written and oral communication skills are also necessary.

Samuel Merritt College offers excellent benefits. Salary and rank dependent upon qualifications and experience. Please mail a letter of application or nomination, current resume, and a list of five references by May 1, 1992 to: Sharon L. Diaz, President, Samuel Merritt College, 370 Hawthorne Avenue, Oakland, CA 94609. Phone: (510) 420-6012, Fax: (510) 420-6025. Samuel Merritt College is an equal opportunity employer.



## VICE PRESIDENT STUDENT SERVICES

FootHill Community College

FootHill Community College

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## LINFIELD COLLEGE

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## POSITION ANNOUNCEMENT

POSITION: Dean of the College  
of Education, Utah State University

INSTITUTION: Utah State University is one of two major state supported research universities, as well as the largest institution in the State of Utah. The University is located in the Salt Lake City, Utah, a city of 350,000 situated in a beautiful mountain valley, 90 minutes north of metropolitan Salt Lake City. The student body consists of 12,240 undergraduate and 2,700 graduate students. The College of Education is fully accredited by the National Council for Accreditation of Teacher Education and all appropriate regional and state accreditation agencies. It contains seven departments: Communicative Disorders, Elementary Education, Health, Physical Education, and Recreation, Instructional Technology, Psychology, Secondary Education, Special Education and two related fields. The Center for Persons with Disabilities and the Health Education Special Education Laboratory School. All departments are fully accredited. The College typically awards more than 350 undergraduate, 145 Masters, 5 educational specialist, and 20 doctoral degrees annually, and recommends certification for more than 350 prospective teachers and specialists per year. Departments and units associated with the College generate annually about \$15 million of outside funding. Departments and units also provide a comprehensive extension program that has more than 8,000 student contracts annually.

MAJOR DUTIES AND RESPONSIBILITIES: The Dean is the chief academic officer of the College and reports directly to the President. The Dean is responsible for administering all aspects of teaching, research, and service in the College and for providing leadership in all aspects of higher education in the University. In carrying out this responsibility, the Dean must develop and maintain appropriate linkages with a variety of groups of people, offices, organizations, and agencies both within the University and in the educational community statewide, nationally, and internationally.

QUALIFICATIONS: For the position holder: an earned doctorate in a discipline appropriate to the College; a record of effective and innovative leadership in administrative or academic affairs; a high level of communication and interpersonal skills; a demonstrated commitment to enhancing the cultural, gender and individual diversity through the recruitment and retention of faculty, staff and students; a record of publications, creative activities, teaching, and other scholarly activity sufficient to obtain tenure in a Department of the College at the rank of full professor; an understanding of and a commitment to higher education; a record of leadership in securing and allocating resources both internal and external to the University; a commitment to sharing good community within the College and to collaboration with units outside the College and University; a commitment to public education and demonstration by experience in service to, or collaboration with the public school community and a respect for other educational institutions represented in the college; and a commitment to technology which enhances educational, clinical, and administrative practice.

SALARY: Commensurate with experience and qualifications.

APPLICATION: The duties and responsibilities of the Dean extend over a 12-month period and will begin fall 1992 or as soon thereafter as the position can be filled by an outstanding applicant. Applications must be received by June 30, 1992. Candidates should send a letter of application and a resume that address the qualifications outlined above. Include the name, address, and telephone numbers of five references. Inquiries and applications should be addressed to:

Thomas S. Johnson, Chairperson  
Education Dean Search Committee  
Utah State University  
Logan, Utah 84322-1000

Utah State University is an Equal Opportunity/Affirmative Action Employer  
with a demonstrated commitment to achieving diversity among its faculty, staff, and students.

## ASSISTANT DEAN OF STUDENTS

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**COLUMBIA UNIVERSITY**  
**EXECUTIVE DIRECTOR**  
**CENTER FOR STUDENT**  
**FINANCIAL SERVICES**

The Executive Director of the Center for Student Financial Services (SFS) is responsible for the management and direction of SFS, the implementation and monitoring of policy and delivery of services related to student financing at Columbia, and the provision of leadership at the federal, state, and institutional levels in the development of financing programs and their oversight. Working closely with senior management, the Executive Director participates

in policy formulation, the direction of student financial aid and the range of financing programs provided to students and their families, and accountability for the federal and state programs; oversees the delivery of financial aid within the University and the development of effective and innovative applications of information systems technology in the area of educational finance; and oversees the implementation of the financial aid components of the new Student Information System. The Incumbent is responsible for compliance with federal, state, and institutional aid policy; program guidelines; aid budget monitoring; participation in local, state, and federal monitoring; publishing research in the field

The position requires at least 10 years' administrative experience with demonstrated ability to manage a complex program

of student financing; success as a senior professional in financial aid administration; experience with information systems technology applied to the operations of student financing; and extensive experience in the management of budgets. Also necessary are the ability to work well with a wide range of University, government, and corporate personnel; leadership in professional associations and groups; effective writing, speaking, and analytical skills, and interest and record in research and publishing in the area of student finance. Bachelor's degree required; advanced degree preferred.

Please send resume to Mark Olson, Deputy Vice President, Student Financial Services, 208 Philosophy Hall

Student Financial and Information Services, 200 Philosophy Hall,  
Columbia University, New York, NY 10027 by May 1st, 1992

We take affirmative action toward equal opportunity

CONVERSE COLLEGE

CONVERSE COLLEGE

**Vice President for College Relations  
Search Re-Opened**

Converse College, a liberal arts college for women with graduate programs in education and music, seeks an energetic and experienced Vice President for College Relations. Located in Spartanburg, SC, the College is an undergraduate, residential institution with approximately 700 residential students and a total annual enrollment of approximately 1,300.

The position exceeded \$3.6 million for the 1990-91 academic year. The institution is moving to an accelerated pace in external fund-raising. The Vice President for College Relations reports directly to the President and is responsible for a comprehensive program of fund-

Candidates for the position must have: a earned baccalaureate degree (graduate degree preferred), significant experience in institutional advancement, including the design and implementation of major fund-raising campaign, successful experience working with foundations, corporations, the college community, alumnae volunteers and other support groups. He or she must demonstrate excellent written and oral communication skills and an in-depth knowledge of budgets.

Candidates should submit a letter of application, a list of references and a current resume. Review of applications will begin immediately.

[illegible]

## The Chronicle of Higher Education • April 1, 1992/B4

**VICE PRESIDENT FOR  
ADMINISTRATION  
AND FINANCE**

Marlena College invites applications and nominations for the position of Vice President for Administration and Finance.

**The College:** Marietta College is a distinguished private, non-sectarian liberal arts college with a primarily residential enrollment of 1,300 and a 13:1 student-faculty ratio. The College houses the sixteenth oldest chapter of Phi Beta Kappa and has recently been ranked the "Number 1 regional liberal arts college in the Midwest" by U.S. News & World Report. The College has a wide variety of traditional liberal arts majors, special curricula in petroleum engineering, sports medicine, and mass media, and two master's degree programs. Through its McDonough Center for Leadership and Business, the College is committed to the cross-curricular development of citizen-leaders.

**The Position:** The Vice President for Administration and Finance is the Chief Financial Officer of the College. He or she is directly responsible to the President for the administration, direction and quality of business and financial operations, investments, insurance programs, capital projects, and budget preparation. Areas which report to this person include the Comptroller's Office, physical plant, nonacademic personnel, postal service, and auxiliary enterprises.

**The Candidate:** The preferred candidate will be an unusual leader and manager. He or she must be a skilled financial analyst and a people-person with skills in communication. This person will be crucial in the implementation of the campus total quality movement. The successful candidate will have significant administrative and fiscal experience involving the management and operation of business and financial affairs in higher education or comparable organization.

Direct nominations or letters of application with a complete resume and the names, addresses, and telephone numbers of three references to: Profess

**Marietta College**

Morrise College is an affirmative action and equal opportunity educator and employer. Women and minorities are encouraged to apply.

BUCKNELL  

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Bucknell University

**Vice President for University Relations**

Founded in 1846, Bucknell is a highly selective institution of three programs in liberal arts and science, engineering, art, music and education. Serving a student population of 3,000 students and 200 graduate students, Bucknell has 238 in 30 part-time faculty, 65% of whom hold doctorates or appropriate degrees. The University is located in Lewisburg, a small community in central Pennsylvania.

responsible for managing and developing an integrated communications program, designed to advance the University's image and its core competencies. With Burkwell's cosignificant role as Vice President has the opportunity to plan, organize, develop and implement a major fund-raising initiative.

andidates must have proven management and leadership experience in conceptualizing and framing strategies for fund raising, and in soliciting and selling major gifts, both independently and by assisting President, Trustees, volunteers and professional staff. The candidate must communicate effectively and sensitively with staff members.

submit information in confidence to:  
Bucknell University Search Committee

Vice President for University Relations  
c/o Educational Management Network  
Post Office Box 792  
Nantucket, MA 02554

participation of and applications from women and members of minority groups especially encouraged.

The position will be based in our

modern psychology service center located in the community. Evidence of personal activity with the practice and the use of psychology will be welcomed. The competitive and can be somewhat thorough participation in the faculty's

ce corporation. Applications from | live action employer.













## Reauthorization of the Higher Education Act

Status of House bill: Approved by House  
Status of Senate bill: Approved by Senate

**Present law:** Neediest students are limited to the maximum grant or 60 percent of their expenses, whichever is less. Pell Grant students are eligible for grants, but have been denied funds in appropriations legislation. Maximum authorized grant is \$3,100. 1991-92 maximum award is \$2,400. Total number of recipients: 3.6 million.

**House:** Neediest students would receive \$2,750 for living expenses plus one-quarter of tuition up to \$1,750 in 1994-95. Maximum grant would increase annually with inflation. Recipients in top tenth of high-school classes or top fifth of college classes would receive \$500 Presidential Achievement Scholarships. First-time students would be eligible. Total recipients in first year: 4.8 million.

**Senate:** Neediest students would receive \$2,300 for living expenses plus one-quarter of tuition up to \$1,300 in 1993-94. Maximum grant would grow each year to reach \$4,800 in 1999-2000. Total recipients in first year: 4.2 million.

**House:** Stafford Student Loan program would be retained for needy students with interest rate of 8 percent that would increase to 10 percent in fifth year of repayment. New "unsubsidized" Stafford loans that do not have in-college interest subsidy would be created for all students. Direct-loan pilot project would be established for limited number of institutions that would replace Stafford, supplemental, and parent loans on participating campuses. Terms of direct loans would reflect those of Stafford, supplemental, and parent loans, depending on characteristics of borrower. Stafford loan limits would be \$2,525 for freshmen and sophomores, \$4,000 for other undergraduates, and \$7,500 for graduate students.

**Senate:** Size of Stafford Loan would be determined by student's need. Loan limits would be \$3,000 a year for freshmen, \$3,500 for sophomores, \$5,500 for other undergraduates, and \$9,000 for graduate students. Interest rate would be 3.1 percent above the 91-day Treasury bill rate up to a maximum of 9 percent, and increase to as much as 11 percent in fifth year of repayment. Government would pay interest while student is in college. Supplemental Loans for Undergraduate Students would be made available to all students, regardless of income, at an interest rate of up to 13 percent.

**House:** Federal government's share for Supplemental Educational Opportunity Grants, College Work-Study, and Perkins loans would be 75 percent. First-year graduate students would be eligible for supplemental grants. Education Secretary could give 10-percent bonus in work-study and Supplemental Educational Opportunity grants to institutions that graduate more than half of their Pell Grant recipients. Loan limits would be \$15,000 by completion of undergraduate degree and \$40,000 by completion of graduate degree.

**Senate:** Current application system would be maintained. Simplified form would be made available to families earning up to \$50,000. Student would be allowed to keep \$3,500 of income and be required to contribute half of remaining income in first year and three-quarters in other years for college costs.

**House:** Federal government would provide a single free application. Students would be required to provide information from the previous year. Single aid-eligibility formula would exclude from calculations the equity a family owns in its home, farm, or business. Student would be required to contribute half of after-tax income for college costs.

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## Government & Politics

### House Approves Bill to Reauthorize Education Act

*Continued From Page A1*  
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Mr. Alexander said the proposal—which calls for testing direct loans on campuses that collectively have had a total of \$300-million in loans in the past year—was too large to be a pilot project. "There's a difference between a true demonstration program and a box in the door for a bad program," he said. He said he could not say how small a demonstration project would have to be to oppose the Administration's approval.

#### "That's Our Position"

Mr. Alexander acknowledged that the Administration had had some difficulty in getting House Republicans to oppose the expansion of student aid to more middle-income families. "We believe federal money ought to be concentrated on the poorest families," the Secretary said. "We may not succeed with that, but that's our position."

Indeed, few Republicans seemed to support that position. Many joined Democrats during the House debate in praising the reauthorization bill for raising the cap on Pell Grant payments to \$49,000 from \$30,000. They also expressed support for making Stafford Student Loans available to all students, regardless of income.

Rep. E. Thomas Coleman, a Missouri Republican, said he was sponsoring the bill for his party, but he said the legislation for helping millions of middle-income Americans meet the high cost of college. "It's an expensive proposition," he said. "You have to be extremely wealthy not to feel the pinch at many of these institutions."

Rep. Thomas E. Petri, a Wisconsin Republican, agreed. "The middle class, in particular, is increasingly hard pressed to foot these bills," he said.

#### Democratic Block Amendment

House Republicans did attempt to scale back the direct-loan program, but Democrats blocked that from offering an amendment. Mr. Coleman argued that institutions that made \$300-million in loans in one year would lend more in subsequent years because of rising tuition and enrollment growth. He suggested that Congress set the direct-loan program at \$300 million a year, and that any demand for additional loans on the so-called direct-loan campuses be met by making Stafford loans available to students.

But Democrats, led by Rep. Leon E. Panetta, the California House majority whip, blocked the amendment by arguing that the additional Stafford loans would violate spending limits in the 1990 budget agreement between Congress and the White House. In more than 10 hours of debate, the lawmakers approved several

## Government & Politics

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amendments that are likely to draw from some college officials. For example, lawmakers attempted to crack down on the \$100-million cost of student aid by tightening the rules for dropping institutions from the program.

Sponsored by Rep. Marge Roukema, a Republican from New Jersey, the amendment would eliminate the cost of student aid for three consecutive years. The current law—which has been opposed by officials at many colleges and black colleges—sets the cutoff at 35 percent of the total cost of the program.

De House also voted to extend the Pell Grant program, to guard against abuse of that program. It would extend the Pell Grant program to all students, regardless of income, and guarantee grants for all who qualified, but they were forced to give that up because it would have violated the 1990 budget agreement.

#### Snarling Over Earlier Losses

Over all, Democrats voiced strong support for the legislation, but some were still smarting from losses they suffered in the previous week in an effort to bring the bill to the House floor. Many from the Education and Labor Committee wanted to make the Pell Grant program an "entitlement" and guarantee grants for all who qualified, but they were forced to give that up because it would have violated the 1990 budget agreement.

"While this bill represents a step forward, I really had hoped to come to the floor with a bill that would give us a giant leap forward," said Mr. Ford.

Student leaders were unhappy that lawmakers approved \$12-billion in fees over five years, to be charged to students to satisfy the terms of the budget agreement. Five-percent fees are to be assessed on every Stafford loan. Supplemental Loans for Undergraduate Students.

Under current law, the fees are charged only on Stafford loans. Students had supported on effort by Mr. Ford to phase out that fee, because they viewed it as unfair tax on the needy.

The 1990 budget agreement continued to be a factor in last week's debate. Spending limits in the pact were cited in blocking consideration of amendments to:

- Raise the borrowing limits for Stafford loan recipients.
- Allow schoolteachers to delay repayment of their student loans.
- Allow medical interns and residents to delay repayment of their loans.

The Bush Administration's price for a veto threat was a surprise to many lawmakers and college lobbyists. In recent months the White House had promised to veto any legislation that included the Pell Grant entitlement or a full-fledged direct-loan program. With those measures eliminated, many observers expected the Administration to drop the veto threat.

Some suggested that the threat was an attempt to use the higher-education bill to continue the recent war between President Bush and the Democratically controlled Congress.

"I'm not going to take it too seriously," said Charles B. Saunders, Jr., senior vice-president of the American Council on Education. ■

## Bush Seeks to Block Spending on Earmarked Projects

By COLLEEN CORDES

WASHINGTON

President Bush has proposed that millions of dollars in Congressional earmarks for projects at specific universities be eliminated from the federal budget for fiscal 1992.

For each of the projects, which were not subject to agency competitions or merit reviews, the President has sent individual proposals to Congress to rescind the money that it set aside. He has called on Republican Congressional leaders to fight for an individual veto on each project.

#### 3 Dozen Campus Projects

The President included about three dozen university projects as part of a much larger group of individual rescissions that he proposed last month. They include, for example, \$3.1-million for a Poultry Center for Excellence at the University of Arkansas and \$1.5-million for research on water pollution by the Universities of Kansas and Nebraska and by Iowa State University.

## WASHINGTON UPDATE

- Administration official criticizes scientists' claims on fetal tissue
- Bush vetoes tax bill containing provisions sought by colleges
- Report calls for more federal support for non-basic research

A top Administration health official said last week that scientists and reporters had "overstated the benefits" of fetal-tissue transplantation for treating a variety of afflictions.

Speaking at a press conference arranged by the House of Representatives Pro-Life Caucus, James O. Mason, the Assistant Secretary for Health at the Department of Health and Human Services, said: "Some would have us believe that lifting the moratorium on the research from aborted fetuses would provide instant cures for diseases like diabetes, Parkinson's and Alzheimer's. Nothing could be further from the truth."

With the Senate expected to vote, perhaps as early as this week, to overturn the Administration's opposition to the use of fetal tissue from induced abortions. The House of Representatives approved a similar bill last summer. President Bush has vowed to veto any bill that includes a removal of the ban.

Dr. Mason said his main objection to the bill was the lifting of the ban would encourage women to seek abortions.

That action, he said, would also create a demand for fetal tissue that would depend upon maintaining the legality of abortion.

He called the ban "a narrow moratorium with razor-sharp definition" and noted that it did not prevent scientists from using

many other academic earmarks in the budget for fiscal 1992—including most of the biggest ones—were not included. But many of those others had already been combined in a single package of proposed rescissions that the President sent to Congress earlier—and which Congress has now deal with as a single issue. The President also warned that he would identify additional projects for individual rescissions in the future.

Congressional experts said they were not sure of the outcome of the effort.

In a White House speech announcing his proposals, President Bush singled out the relatively small earmarks for academic projects involving research on asparagus, milk, and prickly pears as wasteful examples of pork-barrel spending.

"What's funny about spending money on asparagus?" Mr. Koenig asked. "We do research on corn, and soybeans, and on the dairy cow, and on beef cattle, and I don't know anything really funny about any of those."

come from a panel of the National Academies of Science and Engineering and the Institute of Medicine.

The group recommended that a few agencies, including the National Institutes of Health, spend more on "pre-commercial" research and development—efforts to develop technologies that stop short of "narrow, focused commercial application."

But it also called for the creation of a new, private, quasi-governmental organization, to be called the Civilian Technology Corporation. It would be supported by a one-time federal appropriation of \$5-billion and would work closely with industry to promote cooperative efforts in pre-commercial research and development in key technologies.

The panel emphasized that increased federal support for such work should be closely linked to industrial support, usually meaning that private businesses would be expected to pay about half of the cost of any project. Such joint projects should be initiated and designed by industry, the group added.

As much as possible, it said, the proposed corporation should be set up so that it is protected from political pressures.

Copies of the report, *The Government Role in Civilian Technology*, are available for \$22.95, plus \$3.00 shipping, from the National Academy Press, 2101 Constitution Avenue, N.W., Washington 20418. ■

—COLLEEN CORDES

outraged and disgusted. It's their money."

Kelvin Kuong, head of the department of animal science at Oregon State University, said the \$40,000 for milk research at his institution would be well spent. He said the milk industry, which partly supports the work, had sought the earmark. The work is important, he said, because Oregon State is one of two American facilities conducting milk research.

#### "Part of the System"

"We don't like the earmarking of research funds, but that's part of the system and the game that you have to play," Mr. Kuong added.

Research on topics such as asparagus, milk, and prickly pears is just as legitimate—and as funny—as research on any other agricultural issue, he said.

"What's funny about spending money on asparagus?" Mr. Kuong asked. "We do research on corn, and soybeans, and on the dairy cow, and on beef cattle, and I don't know anything really funny about any of those."

■

## Students Have Right to See Comments of Admissions Officers, U.S. Rules

Continued From Page A1

national Rights and Privacy Act, commonly known as the Buckley Amendment after its chief legislative sponsor, former Sen. James L. Buckley. The law generally bars colleges from releasing information about students without their permission, and it grants students the right to see their education records. Colleges that violate the law risk losing their eligibility for federal funds.

LeRoy S. Rooker, who directs enforcement of the law for the Education Department, said that in the four years he had held his post, Mr. Gerstein was the first person to ask whether the legislation covered the reports prepared by admissions counselors.

Some colleges routinely destroy reports prepared by their admissions offices, since students are admitted—practice that Mr. Rooker said would be legal as long as the college did not destroy a document that had already been requested by a student.

### 'Candid Evaluations'

Other institutions, Harvard among them, keep the documents. In a letter to the Education Department last year, the Harvard University's Marianna C. Pierce said the comments in question contained "candid evaluations of the candidate by the initial readers" of the application. She said the comments should not be covered by the Buckley Amendment because they were kept separate from students' permanent records and did not affect students once they had been enrolled.

Ms. Pierce said Harvard kept the

records because they "are useful in explaining our processes in the case of a complaint by a disappointed applicant, or in the case of a review by an outside agency."

Admissions officers at other colleges said the comment sheets could also enable counselors to check back—after a student has either thrived or done poorly at an institution—to see if they had made accurate predictions about his or her performance.

### Some Materials Exempt

In a letter to Harvard's president, Neil Renshine, Mr. Rooker of the Education Department said the university's analysis of the Buckley Amendment was wrong. Mr. Rooker wrote that the Department's definition of "educational records" included any documents that "contain information directly related to a student" and "are maintained by an educational agency or institution."

Mr. Rooker wrote that the admissions counselors' comments met those criteria and that Harvard had to release the information, which it has since done.

Certain materials, however, are exempt from the law. If students—as many colleges request—waive their rights to see letters of recommendation submitted on their behalf, a college may omit comments related to those letters from any materials provided to a student.

Mr. Rooker also said the law did not give any rights to students who had been rejected by a college, since the Buckley Amendment defines a student as someone who has enrolled. The law does, however,



Frank Burtnett of the National Association of College Admission Counselors: The quality of admissions will go down because "you are going to see people being less candid."

give former students the same rights as students.

Mr. Gerstein said he was pleased with the ruling. "Universities should have to defend the way they go about making their admissions decisions, and the universities seem to be saying they don't."

He cited alleged quotes for Asian-American students as just one example of why students should be able to see their complete records. "Why should the university be able to hide behind confidentiality concerns to be able to spin public opinion over the admissions process?" he asked.

Mr. Gerstein said he was disappointed that the law did not cover students who had been rejected, but he said that it still might be possible to get a better sense of why students are admitted by reviewing

the comments on their applications. He also said he hoped to find students enrolled at colleges where they had been placed on waiting lists, to compare comments on their applications with those on the applications of students who had been accepted.

L. Ling-chi Wang, chairman of the Department of Ethnic Studies at the University of California at Berkeley, said reviews of admissions counselors' comments might help Asian-American students. Mr. Wang has been a proponent of the view that universities discriminate against Asian Americans.

Anecdotally, Mr. Wang said, he has heard reports of "snide hints" in the admissions process. For example, he said, university officials may criticize an Asian-American applicant who has focused on a particular discipline for not being well rounded while complicating a similar white student for being focused. That happens, Mr. Wang said, because university officials fear that all Asian-American students will end up as engineering or science majors.

Mr. Wang said he thought reviews of the admissions comments might indicate whether such bias was indeed being used to limit the enrollment of Asian Americans.

### Anger in Congress

Members of Congress are also angry about the delays. In the past two years, Democratic and Republican lawmakers have used appropriations hearings and reports accompanying appropriations bills to urge the Office for Civil Rights to complete its reviews of alleged cases of discrimination against Asian-American students.

Gary Curran, a former co-official who is now chief of staff for Rep. Dana Rohrabacher, said the Education Department's handling of the case was "outrageous." Representative Rohrabacher, a California Republican, has been a leading Congressional critic of the civil-rights office on the Asian-American issue.

Said Mr. Curran: "If there had been some other group that had been adversely affected by racial discrimination, there would have been yells and screams that this had set around for so long after a finding of a violation."

The Education Department spokesman said, however: "We care about achieving compliance in every instance."

At Penn, the comments of admissions officers are generally kept for six years. In recent weeks, about 15 students have asked to see the comments that were made about them. Since learning about the Harvard decision, the university has decided to provide the students with the materials and is currently trying to locate the papers.

Mr. Stetson said he was concerned about the effects of the Education Department's ruling. "This could be the beginning of an invasion of the privacy of the selection process," he said.

Because of the Harvard ruling,

## Government & Politics

### Rules of Minority Aid Delay by U.S.

By SCOTT JASCHIK

Supporters of minority scholarships are working on a new strategy to delay their aim is to prevent the Education Department from restricting their grants to members of racial or ethnic groups. Education Secretary Lamar Alexander proposed the regulations in December, after a year-long controversy sparked by departmental action that such aid was illegal under the deadline for public comment on the proposed regulations in January, and Mr. Alexander expected to issue final regulations some time in the next few weeks.

### Waging a Strategy

Since the controversy over minority scholarships started, some educators have argued that Congress should pass a law declaring that it be legal. But civil-rights activists now are concerned that if Congress passed such a law, President Bush, who opposes minority scholarships, would veto it and use the legislation as a campaign issue in the fall.

While civil-rights lobbyists said they hoped they could win a delay from Secretary Alexander, critics of minority scholarships vowed to oppose any such delay with political pressure or lawsuits.

Richard A. Sans, chief counsel for the Washington Legal Foundation, said that the proposed regulations were "a correct interpretation of the law," and that the department had no choice but to make them final.

Said Mr. Sans: "It isn't a question of what effect this is going to have on particular students. This is a question of enforcing the Constitution."

### Denied After 5 Years

Marilyn McCrath Lewis, director of admissions for Harvard and Radcliffe Colleges, said she did not expect any changes there because of the ruling. Ms. Lewis said she would apply to the comments of admissions counselors.

Mr. Rooker of the Education Department said that while colleges might use applicants to want the right to see teachers' recommendations, they may not ask students for "blanket waivers" that would apply to the comments of admissions counselors.

Mr. Stetson said, Penn may change the rules of the regulations—insignificant members of Congress, education lobbyists, and rights leaders—have been trying to map a strategy to pressure the department from issuing regulations. A consensus is emerging that lawmakers should delay by asking the General Accounting Office, Congress's investigative arm, to conduct a study to determine whether Mr. Alexander would hold off the regulations because of a Congressional action. An Education Department spokesman said last week that he thought the department would have enough information to deal with the regulations.

Said to Sen. Paul Simon, an expert on the issue, Mr. Alexander said he would be able to provide more information to change the department's mind about the regulations.

Mr. Stetson said he would comply with the Education Department ruling, but that he did not believe it would always be to students' advantage to review the comments. A freshman, she said, might be discouraged to find out that an admissions officer had reservations about admitting him.

Private colleges and prestigious public institutions are most likely to be affected by the ruling because they offer public colleges more information to use to reject applicants who meet certain objective criteria, such as grade-point averages and standardized test scores.

Some private institutions, such as Rice and Santa Clara Universities, routinely destroy the comments of admissions officers and do not have any information to provide students once they are accepted.

Daniel J. Saracino, dean of admissions at Santa Clara, said the department's ruling would not be sure if the comments of admissions officers are generally kept for six years. In recent weeks, about 15 students have asked to see the comments that were made about them. Since learning about the Harvard decision, the university has decided to provide the students with the materials and is currently trying to locate the papers.

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## WASHINGTON ALMANAC

Agency for schools and universities working educational material. By Representative Lloyd D. Tamm, 11th District, New York.

Higher education. An 429 would require the U.S. Institute of Education to provide grants to understate Ford 10-Mich and 22 others. International cooperation. An 450 would authorize funds to create a private, non-profit foundation to promote research and development projects among the United States and some of the states of the former Soviet Union. By Representative Thomas C. Blundell, 1st District, Virginia.

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## STATE NOTES

- Massachusetts loses \$2-million in federal student-aid funds
- Georgia creates \$50-million distance-learning program
- Texas comptroller calls for audit of guaranteed-loan agency

Massachusetts will lose out on more than \$2-million in federal assistance for student aid this academic year because of how severely it has cut its own spending on financial aid.

The lost money is the amount the state had expected to get from the State Student Incentive Grant program.

The program requires states to match the amount they receive from the federal government with at least an equal sum. The law requires that states like Massachusetts, which exceed the federal grant with a much larger state appropriation, keep student-aid financing at a level equal to the average appropriation in the previous year. For Massachusetts, the average for the previous three years was \$34-million. This year the state is providing only about \$23.7-million for student aid.

"They disqualified themselves," said an Education Department official. Massachusetts officials said they hoped the state's planned increases in student-aid financing for 1992-93 would restore its eligibility for the federal money next year.

Meanwhile, in Rhode Island, officials are concerned that a 15-percent reduction in spending on financial aid proposed by Gov. Bruce Sundt, a Democrat, will disqualify the state for \$320,000 next year. The reduction would bring the state's spending to \$7.9-million.

Elwood G. Farber, executive director of Rhode Island's Higher

Education Assistance Authority, said the state should not be penalized because it had always designated its entire student-aid budget as for the federal program. Mr. Farber said it was unfair that Rhode Island could lose its federal funds even though it has consistently provided more than the amount of the federal grant.

—GEOFFREY ALUMENYK

Georgia's Gov. Zell Miller has created a new program for distance learning and "telemedicine" and has arranged for \$50-million to help finance the new telecommunications network.

The money will come from a fund created in 1990 when the state repurchased \$73-million in overcharges from the Southern Bell telephone company.

In unusually swift round of legislative maneuvering last month, Governor Miller, a Democrat, secured the money and the legislation creating a governing board for the new telecommunication network. Within hours of the legislation's passage, he signed it into law.

The Governor said the money would be used to buy and develop technology that will allow colleges, schools, and hospitals to provide classes and medical advice over two-way television. Georgia now has one of the nation's largest "telemedicine" projects in operation, including one that links the Medical College of Georgia with a rural hospital.

A nine-member board of governors, including representatives of the state Board of Regents, the public-school system, and the adult-and technical-education system, will determine how the money is spent. The systems and individual institutions will be asked to apply for the money.

The Governor's legislation does not provide any money to operate the distance-learning programs, and the \$30-million is not enough to link up all the state's schools, colleges, and hospitals. But J. B. Matthews, executive vice-chancellor for information technology for the university system, called the initial appropriation "a rather significant starter fund."

—G.A.

Comptroller John Sharp of Texas has called for a comprehensive audit of the state's Guaranteed Student Loan Corporation and says the redesign of the agency's president provides a perfect opportunity for such a review.

Joseph L. McCormick resigned as president of the guarantee agency in February. The loan corporation's board agreed to pay him \$105,000 in severance—the equivalent of one year's salary—but there has been no explanation for the board's decision to pay the severance. Mr. McCormick, who is unavailable for comment.

A new law in New York would end a legal deadlock that had prompted the state to halt payments to the private pension plans of about 17,000 faculty members of the City University of New York and State University of New York systems. The law calls for the state to make the payments retroactively, and it creates a committee to recommend an appropriate level of pension contribution from the state for faculty members who have signed up for the private pension fund.

For example, he did not know that the corporation had loan-servicing liabilities that could total \$36-million. By February, that liability had shrunk to \$9-million. Even so, Mr. Sharp said, the board should have been informed.

—MARY CRYSTAL CAGE

Briefly noted  
Florida lawmakers are still up an impasse over their 1992-93 budget, but legislators reported a measure that called for reducing the pay of many public-college employees and other high-paid state officials by 3 percent. State higher-education officials fought for the repeal, fearing that its very passage would deter prospective faculty members from coming to Florida or drive away those already employed at public institutions.

Faced with anti-tax sentiment and heavy lobbying by coal and oil interests, lawmakers in Wyoming have killed a proposal that would have established a statewide property tax to increase state support for community colleges. Only the seven counties with community colleges now impose such a tax. The colleges also serve students from the 16 other counties, and college leaders had sought the change to spread financing responsibilities more evenly.

A new law in New York would end a legal deadlock that had prompted the state to halt payments to the private pension plans of about 17,000 faculty members of the City University of New York and State University of New York systems. The law calls for the state to make the payments retroactively, and it creates a committee to recommend an appropriate level of pension contribution from the state for faculty members who have signed up for the private pension fund.

## Asian Activists and UCLA Irked by Status of U.S. Inquiry

Continued From Page A25

city had not kept sufficient records.

In the math department, the civil-rights office said it based its findings on "a statistical disparity in the rates of admission to the mathematics department on the basis of race, an inconsistency in how Asian and white applicants who received the same evaluation ratings were treated, and insufficient evidence to show a non-discriminatory basis for this pattern."

UCLA officials have repeatedly denied that any discrimination took place.

### Potential Loss of Funds

At the time of the finding against UCLA, the civil-rights office asked the university to keep better records in the departments it could not evaluate and to admit to the math department five students who the office found had been improperly denied admission. The OCR also notified UCLA that if it did not comply, the agency could seek a cutoff of federal funds from UCLA.

Although the university agreed to improve its record keeping, it said it would not take any steps with regard to the math department and told the Education Department that it wanted an additional review. June S. Permut, assistant vice-

chancellor for student affairs at UCLA, said the OCR had sent a team to the campus to review the case in February 1991, but that nothing had happened since then.

"They have neither dealt with our appeal nor have they come up with a revised finding," Ms. Permut said. "We don't think it's very fair."

She added: "This thing has been dragging on for much too long, and we don't understand what the hold-up is."

Asian-American activists said the delays reflected the laissez-faire attitude of the government with respect to discrimination against Asian Americans. Said Cheryl Kagawa, education coordinator for the Japanese American Citizens League: "What's significant is that there was an actual finding of discrimination and yet there's no action or follow-up."

Ms. Kagawa said that Bush administration officials appeared to accept the "model-minority myth" that Asian-American students face no difficulties in education. "They seem to think that this must not be a big problem because it involves Asian Americans," she said.

Mr. Wang of Berkeley said that the department's inaction would send "the wrong message" to American universities. "The mes-

sage to universities is that when it comes to the rights of Asian-American activists, they can pretty much ignore them," he said.

Members of Congress are also angry about the delays. In the past two years, Democratic and Republican lawmakers have used appropriations hearings and reports accompanying appropriations bills to urge the Office for Civil Rights to complete its reviews of alleged cases of discrimination against Asian-American students.

Gary Curran, a former co-official who is now chief of staff for Rep. Dana Rohrabacher, said the Education Department's handling of the case was "outrageous." Representative Rohrabacher, a California Republican, has been a leading Congressional critic of the civil-rights office on the Asian-American issue.

Said Mr. Curran: "If there had been some other group that had been adversely affected by racial discrimination, there would have been yells and screams that this had set around for so long after a finding of a violation."

The Education Department spokesman said, however: "We care about achieving compliance in every instance."

Because of the Harvard ruling,

## Politics and High Expectations Bedevil California State U's Chancellor

Continued From Page A25

campus presidents. Some faculty members say he is using a quota system to fill key posts. But Hispanic politicians, whose influence is growing in California, say he is not doing enough to find Hispanic candidates for the three presidential posts now vacant.

Many educators and politicians in California say the coming months will be the true test of Mr. Muniz's abilities and will determine whether he has the know-how and political savvy to revitalize a university system that has been crippled by budget cuts and a lack of confidence in its leadership.

Robert J. Campbell, chairman of the Assembly Ways and Means Subcommittee on Education, says: "He seems bright. He seems concerned about the system. But he assumes control of the largest system of its kind at the worst time."

### Series of Controversies

The system was plagued in the 1990's by a series of controversies surrounding financial practices that culminated in 1990 with the resignation of W. Ann Reynolds as chancellor. Ms. Reynolds, who had headed the 20-campus system for eight years, denied any wrongdoing. She has since become the chancellor of the City University of New York.

Most galling to politicians were reports that surfaced shortly before Ms. Reynolds quit that the system had spent \$240,000 in 22 months to maintain her Bel Air residence. The residence was owned by the system and the expenditures were legal, but they angered the public and the Legislature.

The system moved quickly to prevent a repetition of the scandal by selling the house when Ms. Reynolds left—for \$3.8 million. The system then bought a home near its Long Beach headquarters for \$1.2 million and placed the rest of proceeds from the Bel Air sale into an investment account for maintaining the new residence.

Mr. Muniz has demonstrated that he is cleaning house at the system office. Only one of five vice-chancellors remains from the Reynolds years. New senior officials include Molly Corbett Broad, who resigned as executive director of the Arizona Board of Regents to become senior vice-chancellor for finance and administration, and Fernando C. Ginez, a San Antonio lawyer who is now the system's general counsel.

Generally, the new team has won praise for being better managers. Says Mr. Shansby, "It's kind of like watching a baseball team that has been losing. And all of a sudden they get a couple of new players and they start winning." But serious frustrations with the system remain. Mr. Muniz says: "There have been surprises for me in terms of the depth and intensity of these issues."

F. Patrick Nicholson, professor of religious studies at California State University at Northridge, says that in this difficult budget year it is in the interest of administrators and faculty members to work as a coalition to secure additional financing from the state. But



Barry Muniz, chancellor of the California State U. System: "There have been surprises for me in terms of the depth and intensity of these issues."

Mr. Nicholson, who is president of the California Faculty Association, the union that represents campus faculty members, says forming that coalition has been difficult at times because neither Mr. Muniz nor any member of his top echelon has any experience negotiating with faculty unions.

Mr. Muniz needs all the support he can get for the tuition increase, which he says is necessary to maintain the quality of the system. The state has prided itself on maintaining a low-cost higher-education system. Tuition for the state university is now \$336 a year.

Since the system's board voted for the increase, legislators have received hundreds of letters from alumni, parents, and students decrying the fee hike.

In March, the Assembly Ways and Means Subcommittee on Education voted to limit the fee increase to 10 percent. Furthermore, Willie L. Brown, Jr., the Speaker of the Assembly, said the 40-percent hike was illegal because state law sets a 10-percent ceiling on tuition increases.

**40% Increase 'Is Crazy'**  
Says Assemblyman Campbell: "The majority of the lower-income folks go to the community colleges. The next step up are the CSUs. To allow fees to go up 40 percent is crazy. We're going to force out a whole lot of people."

The Assemblyman notes that in exchange for increasing fees 20 percent last year, the Legislature promised students it would hold tuition increases to the 10-percent ceiling. To do otherwise would mean "we're reneging on our guarantees," he says.

At the same time, Assemblyman Campbell says, lawmakers know the system cannot operate without additional state support. The answer, he says, is a public-education campaign to emphasize the need to raise taxes.

Mr. Muniz makes no apologies for the proposed tuition increase. He says of the lawmakers' action: "They have taken a very dramatic step to undermine this university. A 10-percent limit is more than far-fetched. Ultimately the budget-conference committee has to find its some tax money or they have to find its some fee money."

### Critics Are 'Short-Sighted'

Mr. Muniz realizes some student groups view the vote in limit the increase to 10 percent as a victory. But he says: "Those students who register in the fall and who find themselves in the street will see that the student association was being short-sighted. What I'm trying to do is to point out the choices—either you pay \$1,300 or you delay getting in."

Some students, like some faculty members, say the chancellor's criticism of their approach may prove costly to him in the future. Says Jeffrey K. W. Chang, legislative director of the California State Student Association: "What I fear is that by his resetting this way to what the Ways and Means subcommittee did, Muniz may be alienating a lot of people. In the past, students have joined the state-university chancellors in going to the Legislature to fight for higher education. Muniz may have missed an opportunity this year."

Legislators are also angry with Mr. Muniz over his handling of presidential searches. Assemblyman Richard Polanco, chairman of the Latino Legislative Caucus, chided him for failing to select a Hispanic for the presidency of San Jose State University.

The dispute about the San Jose State search was a bit more complicated. At the March meeting of the CSU Board of Trustees, Mr. Muniz had intended to nominate Ruth Leventhal, provost and dean at Pennsylvania State University at Harrisburg, for the post. But she

withdrew, citing the bitter opposition to her nomination as one of her reasons. Alumni, including one who had donated \$1-million, threatened to withdraw their support if the search was not scrapped because they said Mr. Muniz had

set a quota for the pool of candidates.

Ms. Leventhal was among six finalists for the job—three women, two of whom were white and one an Asian, and three men—a Hispanic, a white, and a black. The diversity of the candidates raised eyebrows among some professors and alumni.

After her decision was made public, Mr. Muniz insisted that she was the only candidate with comprehensive support from the search committee and the community. He says: "Ruth was a very impressive finalist, and our loss is Harrisburg's gain."

The collapse of the San Jose search prompted more demands that the system recruit minority candidates. Some educators say Mr. Muniz has not done enough.

Says Guillermo Rodriguez, director for policy and research for the Latino Issue Forum: "He said he was going to make a concerted effort to increase the Latino representation in CSU. We haven't seen a strong effort on his part. We've been working quite well together, but still with the understanding that we are watching and waiting."

With presidential posts open at California State University campuses in Northridge and Sonoma, as well as in San Jose, Mr. Muniz expects the pressure to continue. While he is committed to increasing diversity in the system, Mr. Muniz says: "I'm not going to promise them anything. Nobody's going to get one of these slots based on other than quality issues."

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## Government & Politics

## Business & Philanthropy

## College Fund Raisers See Their Alumni as Untapped Donors

Demographic change prompts efforts aimed at women

By LIZ McMILLEN

Janet Prindle has racked up several firsts in her life. A 1958 graduate of DePaul University, she made her way in Wall Street years before the entry of millions of women into the work force. In 1983 she became the first woman partner at Neuberger & Bernman, an investment-management company, and today she manages an investment portfolio of some \$250-million. Yet Ms. Prindle counts among her proudest achievements the \$1-million donation she gave to DePaul last year to endow the women's studies program. With that donation, Ms. Prindle earned another first: She became DePaul's first self-made businesswoman to become a major donor.

### 'Something You Work For'

"This is something you work for," Mr. Prindle says of her gift to the university. "I feel very strongly about giving to DePaul and my church. I think it is a responsibility."

For many years, colleges figured that men have money and women money or inherit it. When women did give money, it was usually a small amount—"pin money"—or the gift would go to the husband's alma mater.

So goes the conventional wisdom, but many college fund raisers are not listening. And neither are Janet Prindle and many women like her who are quietly shattering some tired assumptions about women and philanthropy.

Many colleges and universities, eager for new sources of support and aware that women represent an untapped donor market, are beginning to court their daughters in the same way they have pursued their sons: aggressively. They are setting up special fund-raising programs to woo female donors and are paying much closer attention to the views of alumnae about their institutions.

The University of Wisconsin and the University of California at Los Angeles have started programs aimed at increasing the involvement of alumnae as philanthropists. "In the next 25 years, many women will be in their prime giving years," explains Dyan Sublett, director of UCLA's office of arts development. "We can't afford to ignore them."

### Special Councils Created

Other universities, such as the University of Pennsylvania, have established special trustee councils to bring successful alumnae together with younger women entering business and other careers. Cornell University has a group of female graduates who advise the president on fund raising, and Colgate University plans to have a fund raiser work nearly full time with female donors.

Why the change in attitude toward women and their philanthropy?

Demographics, say many fund raisers.

Continued on Following Page



Martha Taylor, vice-president of the U. of Wisconsin Foundation: "They've been the football fields and the basketball monuments, but they want to help students."



Dyan Sublett, director of UCLA's office of arts development: "In this next 25 years, many women will be in their prime giving years. We can't afford to ignore them."

The United Negro College Fund is trying to cut costs and consolidate some of its operations, several sources say. The hope is that by tightening administrative expenses, the fund will be able to raise more money for its member institutions, all private, historically black colleges.

Since his appointment as the fund's president last year, William Gray, III, has said he wants the fund to operate efficiently. At a meeting last month with presidents of member colleges and the fund's board of directors, Mr. Gray outlined his plans for restructuring the fund's operations.

Mr. Gray submitted a \$10.2-million budget for next year that was nearly \$300,000 less than this year's. Although Mr. Gray apparently didn't mention layoffs at the meeting, two sources indicated that staff cuts could result from the restructuring.

Several regional offices also may be reorganized, including the permanent offices division in Washington, where Mr. Gray is expected to play an active role. Mr. Gray left his position as House Minority Whip to lead the center.

Primarily, Mr. Gray wants to reduce the amount of money it costs the UNCF to raise money. The fund now spends about 19 cents of every dollar for administrative and fund-raising expenses, and Mr. Gray would like to see that drop to 15 cents.

Robert Albright, president of Johnson C. Smith University, said he and other presidents of black colleges were confident that Mr. Gray was making the right decisions.

"My sense is that we are healthier than we've ever been before," said Mr. Albright. "I do know that Bill is tightening up. I applaud it. It will be a stronger fund."

The University of Bridgeport is said to be reconsidering a \$50-million offer from a group affiliated with the Unification Church.

The financially strapped university, which could close this summer, previously rejected an offer from the Professors World Peace Academy (The Chronicle, September 30). The academy is an international organization of academics affiliated with the Rev. Sun Myung Moon's Unification Church.

Under the proposal, the academy would invest at least \$18-million over the next eight years and bring in about 6,000 international students, who would increase tuition revenues. In return, the academy would be given control of the Board of Trustees.

In a letter to the board's chairman, the academy repeated its offer. The trustees may consider the offer over the next few weeks, a university spokesman said.



## Many College Fund Raisers See Alumnae as Untapped Donors

Continued from preceding page

For the past decade, women have outnumbered men in undergraduate enrollments. When they graduate, women are marrying later, having fewer children, and pursuing professional careers in medicine, law, and engineering. Because they will live longer, women are generally thought to control 60 percent of the nation's wealth, according to fund raisers and others.

### A Female Profession

More women are asking their women for money, as well. Except at the very top levels, college fund raising is a female profession. Women have different strategies for working with female alumni, several fund raisers say. "They don't assume that women will shy away from talking about money, and they are willing to listen to what alumnae are interested in supporting."

And women's ideas about what they can do with their money are changing. Women increasingly are interested in raising their money for social and educational change, fund raisers say. At UCLA, a dominant theme that emerged from interviews with alumnae was that women give to preserve; women give to change.

Many educational institutions essentially have come to realize what many women's colleges have known and acted upon all along—that women will give generously when they feel a sense of loyalty to their alma mater. Says Peter R. Ramsey, vice-president for resources at Wellesley College: "At the more visible women's colleges, the record speaks for itself."

Wellesley recently raised \$167-million in a five-year capital drive, believed to be the largest amount garnered in a single campaign by a private liberal-arts college. Before Wellesley closed the books on its campaign in January, several other women's colleges had scored campaign coups: Smith College raised

\$163.2-million in a five-year campaign that ended in 1990, and Mount Holyoke College collected \$139-million in a five-year drive that ended in December.

Those campaigns are evidence of a trend noticed four years ago, when the Women's College Coalition studied alumnae giving at women's colleges. Alumnae of such colleges are almost twice as likely to give as men and women who attended coeducational colleges, and their gifts are, on average, 25 percent larger than those to other colleges, the study said.

Another study, done in 1984 by Yankelovich, Skelly & White, a market research company, found that men tended to give 2.5 percent of their income to charity, while women gave 2.2 percent.

Still, stereotypes die hard. A few years ago, a trustee at the University of North Carolina sparked controversy when he complained that the increasing enrollment of women would lead to decreased fund raising. Similar fears were aired when Princeton and Yale Universities became coeducational in the 1960's.

### Lossing the Middle Range

At some large research universities—generally the biggest overall fund raisers—women aren't giving at the same rate as men or alumnae of women's colleges. At UCLA, just 13 percent of Chancellor's Associates—donors who give generously \$1,250 and \$5,000 a year—are women. Many universities report that gifts from women tend to be at the low and top ends. "The middle range is where they don't give," notes Martha A. Taylor, vice-president of the University of Wisconsin Foundation. Ms. Taylor serves as co-director of the Network on Women as Philanthropists, a new group of college fund raisers and others interested in empowering women as philanthropists.

Yet at a few coeducational institutions, the proportion of women making donations is actually higher than that of men. That is the case at Colgate University, where 53 percent of the university's 6,000 female graduates give, compared with 49 percent of the 15,000 male graduates. Even so, the average gift by women to Colgate is only about half that of men.

To persuade women to give more, Colgate is moving a staff member from its alumni office to development, to concentrate on working with women donors.

### Going for the 'Known Wealth'

"We have felt for some time that we have been a very male-oriented development office—for good reason. We went where the known wealth was," says Ronald Joyce, Colgate's vice-president for external affairs. "But it's becoming increasingly clear that there is wealth and expertise in the hands of our women graduates."

If women haven't given as much as they could, part of the blame lies with institutions that never approached women or assumed that men made the decisions about money. Ms. Taylor tells the story of visiting a working woman and asking for a major contribution for the university's library. "It's about time someone asked me," the woman replied.

Important differences exist between men and women and their respective giving. Ms. Taylor and others say. While some men may be motivated to increase their gifts because someone else is giving more, appealing to ego usually doesn't work with women, many fund raisers say. Relatively few women want their names on buildings or plaques, they add, and some prefer to give anonymously—sometimes confounding hopes that women become more visible philanthropists.

Others say women's philanthropic interests differ from those of men. "They've seen the football fields and the basketball monuments, but they want to help students," says Ms. Taylor. At UCLA, female graduates have been interested in how the university is working to solve such problems as

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**Miami University (Ohio).** For the capital loan divided among Case Western Reserve U., Indiana U., Northwestern U., and U. of Chicago.

**University of California at Los Angeles.** For a professorship in family medicine: \$500,000 from George F. Ketter.

**University of Kansas.** For the capital campaign: \$700,000 from Phillips V. Company.  
For scholarships in the department of neuroscience engineering: \$200,000 from the estate of Irene McClure Goldsmith.

**University of Missouri at Rolla.** For scholarships in civil engineering: \$100,000 from Bank V. Abner.  
**Virginia Commonwealth University.** For a program that teaches children in their early teens how to transfer, in the classroom and daily life, skills learned in the college of law: \$100,000 from Athletic Footwear Association.  
**Western Wyoming Community College.** For support of programs: \$1-million from the estate of Anna Blaud Williams.

more, and Ms. Smith says she was forced "to rethink her life's work."

Ms. Smith has pledged \$1,500 to Keuka over three years, a donation that will be matched by her company, Black & Decker, for a total gift of \$3,000. Ms. Smith, who is raising two children through college, took on consulting work at night so she could make her pledge. Although her gift meant extra work, Ms. Smith is happy to be supporting her college more generously.

"My contention is that men coming out of Cornell and Colgate are expected to give more money," she says. "Those expectations have to change."

Jean Manchester agrees. Ms. Manchester is a 1948 graduate of the University of Wisconsin and chair of the university's Women's Council, a group of women who have given \$10,000 or more each. She provided the seed money to start the new Center for Women and Philanthropy, an academic project, and she also has given \$100,000 to establish a Center on Excellence in Family Studies.

Ms. Manchester says she gives her money where she sees the need. "This is something women didn't learn from our mothers," she says. "We learned how to give time and baked goods and so forth, but not to give money. That is something that is needed to be learned and understood."

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## Note Book

**Center for multicultural studies** at the University of Chicago may have to shut its doors if it doesn't receive more money.

The state-run center was to have been self-sufficient after three years, according to University of Chicago officials. But students say that the political climate is increasingly hostile to progressive groups, and that it has decided to raise money amid the current backlash against "political correctness."

"We made many gains in 1985 to open the climate for minority groups," said Patricia Hunter, a board member of the center. "There has been a retreat from those gains." University of Michigan officials played the never agreed to finance center forever. "We're not taking off our commitment to fund diversity programs," said Hugh H. Owsley, director of the university's news and information office.

The center is operating on a \$200,000 Reebok Human Rights fund that it received in 1990. The fund, which sponsors speakers and educational events on the campus, is a paid director and a student employee with the help of others.

University of Michigan students are sending petitions for prompt change the center open. "This is a very important facility for the university," Ms. Hunter said. "It would be a significant loss if we were to close down."

Medical-school students across the country may soon be asked whether they can develop an rapport with patients, she says. "We learned how to give time and baked goods and so forth, but not to give money. That is something that is needed to be learned and understood."

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## Students

## DePaul Program Offers Ambitious Singers Way to Explore the Demands of Opera

Months of rehearsal for opening of 'Carmen'

By SUSAN DODGE

CHICAGO

Upstairs at the Blackstone Theatre, in a cramped, brightly lit dressing room, Jennifer Nardine is applying a second coat of red lipstick and staring into the mirror with a nervous smile. Around her, dozens of other DePaul University students are humming scales to warm up their voices and sniffling off to a fountain to gulp water.

The students are preparing for a dress rehearsal of *Carmen*, the classic Georges Bizet opera about a soldier's fatal attraction to a gypsy. The opera was first performed in 1875 in Paris. The DePaul students are singing an English translation of the opera.

"For me, this is a test of a lifelong goal," says Ms. Nardine, a senior at DePaul University who is a member of the chorus. "I always wanted to go into opera, but it's very competitive. This gives me a chance to see what it's like."

### Second Home for Performers

Four blocks south of DePaul's campus in the city's Loop, and just off busy Michigan Avenue, the Blackstone Theatre has become a second home to dozens of DePaul students who want to become professional singers or actors after they graduate.

For more than 50 years, DePaul has offered a major in vocal performance. Today about 75 students are enrolled in the program. Most pursue professional singing careers after completing the undergraduate program or after earning a graduate degree. Many who want to pursue careers in opera do not join professional companies until they are at least 30 years old—on age at which many singers find that their vocal range is at its peak, according to DePaul administrators.

DePaul bought the Blackstone Theatre, which had been built in 1910 in the French Renaissance style, in 1988 as a venue for music and theater students to practice and perform. Since then, hundreds of students have appeared in plays and operas before packed houses. The theater, with its original crystal chandeliers and 1,325 plush, red chairs on three levels, has an intimate atmosphere.

### Chaos of Dress Rehearsal

Chaos reigns backstage tonight as men in soldiers' uniforms pass out rifles and knives to be used in Act One, and a woman dressed as a cigarette factory worker bolts up the stairs toward the dressing rooms yelling, "I need more hair spray."

Tonight's dress rehearsal is the first time the orchestra, the singers, and the technicians—all students—have been able to work together. Before this, the orchestra and singers have rehearsed separately, and the technicians have fine-tuned the lighting and set changes without the performers. Now, about 100 students will be working



Cast members prepare for their dress rehearsal of DePaul U.'s production of Bizet's "Carmen."

## TOTAL QUALITY MANAGEMENT BOOKS FOR HIGHER EDUCATION

Using Deming to Improve Quality in Colleges and Universities:  
W. Edwards Deming is the father of the "quality drive." The authors examine how Deming's principles can be applied to university settings to improve operations, increase profits and productivity and realize significant time and monetary savings.

Implementing Total Quality Management in Higher Education:  
Based on the principles of Deming and others, and following up on improving Quality, this book explores the different approaches to total quality management and how to implement these theories in higher education.

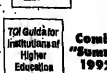
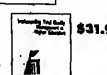
Total Quality Improvement Guide for Institutions of Higher Education:  
A step-by-step approach to turning quality problems into total quality solutions. This practical, operational manual shows how to use the tools of total quality improvement. A second author, Gordon FCI, shows and illustrates models along with instructions on how to use them on your campus. The Total Quality Improvement Guide will be available the summer of 1992. Call for further information.

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Coming Summer 1992

ATQOE

## Aspiring Singers Get a Glimpse of the World of Opera

Continued From Preceding Page

As opening night approaches, most of the participants have been practicing for more than four hours a night, five days a week for the past several weeks. They also have been trying to find time to study for finals.

Stephanie Odigma, a sophomore playing one of several cigarette factory workers, says: "People warned me about this, but I didn't realize what it would feel like to be in an opera and have four finals going on at the same time."

The undergraduate and graduate students in the opera say they rarely go out to bars or parties after they finish rehearsals at 11 p.m. They are too tired, and they must save their voices for the next day's work. They usually go home, study for a short while, then go to sleep. At the theater tonight, only a costume room filled high with backpacks and notebooks offers evidence that these mezzosopranos and tenors are college students.

"Open requires a level of dedication beyond which many people would consider healthy," says the director, Harry Silverstein, who is a visiting professor of music at DePaul.

Memorization and Training

Mr. Silverstein has directed professional operas in Chicago, New York, San Francisco, and Houston.

## U.S. Judge Upholds University's Right to Set Curriculum

A U.S. District Court judge has ruled that a veterinary-medicine major at the Ohio State University has no constitutional right to require a change in the curriculum.

Jennifer Klasinger, a senior at Ohio State, sued the university in 1990 claiming that the College of Veterinary Medicine's curriculum went against her religious beliefs by requiring third-year students to perform surgery on live animals. The animals are anesthetized during the surgery and later are killed.

In response to her complaint, Ohio State created an alternative curriculum in 1991 that does not involve surgery on live animals.

Ms. Klasinger's lawyers then filed a motion requesting that the university reimburse her legal fees. But District Court Judge George C. Smith denied the request for reimbursement.

Said Mr. Smith: "Students have no right to tell their teachers how they are to be taught."

—SUSAN DODGE

in the United States, and in Germany, England, and the Netherlands. Memorizing the notes and words, which must be done well in advance of rehearsals—as well as the dramatic training and choreography involved—can be very draining, he says.

Even the production itself, at 3 hours and 45 minutes with two intermissions, is grueling. Many of the students say they must think at least two gallons of water a day to keep their overused vocal cords going.

All that water and practice must be paying off. At tonight's rehearsal, the singing is deemed excellent by the director and by Linda Irit, a lecturer in opera and piano at DePaul University. It is the little details that need polishing.

Any Pickering, who is playing Carmen, cannot seem to throw a rose directly at Don José, the soldier who falls in love with her. It flies offstage, and a woman in the chorus has to retrieve it and hand it to Don José.

Meunville, Elizabeth R. Magnuson, a junior playing Micaela, Don José's girlfriend, has trouble concentrating on her lines because a whip of hair from her blonde wig keeps falling into her mouth.

The rehearsal is for them to learn how to keep going even when things go wrong," Ms. Hirt explains.

In addition to the vocal-performance majors who are singing in the opera, DePaul University theater majors are also involved. They are scheduled to light the stage and help to organize props. The orchestra is made up of students from the School of Music.

Between acts, some of the tension of the rehearsal seems to fade. Many of the performers take breaks upstairs in their dressing rooms, joking about some of the mistakes they made on stage.

"Carmen, are you saying that you couldn't tell the broad side of a barn with that rose?" asks Lindsey Rene Larsen, who plays one of her gypsy friends, Ms. Pickering laughs. "Yes, that's right," she says.

Many of the students hope to sing professionally after they graduate. Ms. Magnuson plans to look for work in Germany and Austria, where opera companies flourish, as opposed to the United States where, she says, there are fewer opportunities.

Mr. Nardine has a plan if she can't find a job singing. She has taken several courses in computer science and says she may look for a job in programming. "It's wise to have some practical skill when you're trying to break into a creative field like this," she says.

Hitting Their Stride

Some of the students performing in the opera say that even if they aren't selected to join professional opera companies, they plan to use their voices to earn money. "There are always churches, weddings, and funerals that need singers," says Frank Villalita, a senior majoring in vocal performance. Mr. Villalita is playing the role of Lilla Pastia, a tavern owner.

For now, though, the students are not so concerned about jobs as

they are about their performances. Many are nervous because they have never seen a production of *Carmen* and never performed in an opera before.

A few days after the dress rehearsal, it's time for opening night. At Friday and Saturday nights' performances, things go well, but by Sunday night, the production hits its stride.

The singers' vocal range is impressive, the lighting goes according to plan, and even Carmen's rose lands perfectly in Don José's hands.

As the last notes are sung, the audience begins to applaud loudly in a long ovation. The students, beaming, join hands and take a bow.

Frank Villalita: If he doesn't join an opera company, he says, "there are always churches, weddings, and funerals that need singers."



Students

**Call for Papers and Proposals**

**10**

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## Athletics

### NCAA to Back Measure That Requires Colleges to Reveal Athletics Costs

by DOUGLAS LEDERMAN

WASHINGTON

The National Collegiate Athletic Association has agreed to support federal legislation that would require colleges that give athletic scholarships to reveal their sports agents and costs. The NCAA's backing only increases the chances that the measure will become law.

A version of the legislation—which had been introduced by its sponsor, Rep. Paul D. Ryan, to address concerns expressed by the NCAA—was approved by the House last week as part of the Higher Education amendments of 1992. The Senate's version, which did not require financial disclosure by sports programs.

Rep. Representative Henry, a Michigan Republican, and an NCAA official said they agreed that with the NCAA's backing, the measure would survive a House-Senate conference committee and become law.

Michael Scott, a lobbyist for the NCAA, said the association disagreed with many of the NCAA's views about college sports. He's been reasonable on this, and we've accommodated it," said Mr. Scott. He was satisfied with this.

**Aggressive Opposition**

That represents a marked change for the NCAA. In 1990 it aggressively fought a proposal from Mr. Henry's bill, which would have required colleges to report athletic revenues and expenses sport by sport and to account for each dollar of money and costs by allocating it to a sport. The NCAA said the bill would burden officials by requiring them to report financial information in a different way from their usual methods.

The House passed the bill, but opponents in the Senate successfully excluded it from a broader campus disclosure law. Recent discussions between NCAA officials and Mr. Henry's staff resulted in a compromise. The bill approved last week would require colleges to make public their total total revenues and expenditures for athletics, and more specific breakdowns for football, men's and women's basketball, and men's sports combined, and other women's sports combined.

**Of Nevada Board Rejects**

**Vote of Basketball Controversy**

LAS VEGAS, NEV.

The University of Nevada's Board of Regents voted 5 to 4 last week not to continue an inquiry into the basketball controversy at Las Vegas campus.

Jackie Starkman, the UNLV men's basketball coach who has sought to reveal himself as a professor of physical education, the university said, Jackie Starkman admitted (2/28/92) that he had received money from assistant basketball coaches, at least once at the direction of Mr. Dye. On tapes released by Eric Ramsey (2/28/92) to the Birmingham News, an Auburn booster who is a friend of Mr. Dye, is heard offering to give the player cash for car payments and Christmas presents. Mr. Ramsey reported (2/28/92) that a seven-month investigation had shown that the university's men's basketball program had broken down in recent years. Synapse's coach, Jim Boehm, denied the charges, but the university said it had sent the NCAA a copy of the tapes. The NCAA's eligibility panel upheld (2/28/92) Synapse's decision to allow Dye to disclose ineligible Conrad McRea, a basketball player, after an internal inquiry found that the university had violated NCAA rules in recruiting him.

A state judge in New York (2/28/92) granted Mr. McRea's request for a restraining order that allowed him to compete despite the NCAA ruling. The eligibility committee (2/18/92) reversed its earlier ruling, saying Synapse, not Mr. McRea, should bear responsibility for the violation. The university said (2/28/92) that its internal review of the basketball program had found 13 apparent violations of NCAA rules, including booster payments to athletes. President Kenneth A. Shaw said the inquiry had uncovered no violations by coaches and called the violations that were discovered "isolated."

Tennessee State U. University officials acknowledged (2/28/92) that the NCAA was planning to investigate possible rule violations in the football program, including charges of possible "illegal inducement" to recruit. The university said (2/28/92) that it had violated some rules, and that it had imprisoned Joe Gilliam, the football coach, and stripped Jimmy Betha, a quarterback, of his eligibility.

U. of Arkansas at Fayetteville. The Arkansas Democrat reported (2/28/92) that NCAA investigators were looking into possible violations in the transfer of two junior-college athletes to the university last summer. Frank Boyles, the athletics director, confirmed (2/28/92) that he had been interviewed by the investigators.

U. of Miami. University officials said (2/19/92) that they would investigate charges that athletes may have received some federal student aid by fraudulent means. A former academic counselor in Miami's sports program admitted (2/28/92) that he had falsified Pell Grant applications for athletes and allowed the athletes \$85 each to feed his cocaine habit. Four Miami coaches testified (2/28/92) before a federal grand jury that they did not know that the coaches had received federal student aid.

U. of Nebraska. A university official said (2/19/92) that an internal inquiry had revealed possible violations of NCAA rules in the men's basketball program. Nebraska said (2/28/92) that it had found no violations committed by coaches. But its internal investigation found that two players had received improper benefits from a booster, and the university said its basketball grants by one and limited the number of paid visits it would permit to recruits in 1991-92.

U. of Nevada at Las Vegas. The university's athletics director said (2/28/92) that NCAA investigators had visited the campus to look into possible violations in the recruitment in 1988-89 season. U. of Nevada said (2/28/92) that a high-school basketball star who never played for the university.

### Status of Sports Investigations on College Campuses

A symbol (a) indicates that an item has been added or changed since this list was last published in The Chronicle (January 29, 1992).

**Auburn U.** The university said (4/30/91) that it had received an official letter of inquiry from the NCAA, which listed possible rule violations in Auburn's men's basketball and men's tennis programs. The university said (7/15/91) that it had conducted an internal investigation into the two sports programs and would cooperate with the NCAA inquiry. Two former football players—one of whom said he had successfully lobbied to support his charges—told The Montgomery Advertiser (8/27/91) that they had received illegal payments from coaches and alumni. Auburn's head coach, Pat Dye, and several assistants denied the charges. Another former player, Vincent Hanis, said (10/6/91) that he had received money from assistant football coaches, at least once at the direction of Mr. Dye. On tapes released by Eric Ramsey (2/28/92) to the Birmingham News, an Auburn booster who is a friend of Mr. Dye, is heard offering to give the player cash for car payments and Christmas presents. Mr. Ramsey reported (2/28/92) that a seven-month investigation had shown that the university's men's basketball program had broken down in recent years. Synapse's coach, Jim Boehm, denied the charges, but the university said it had sent the NCAA a copy of the tapes. The NCAA's eligibility panel upheld (2/28/92) Synapse's decision to allow Dye to disclose ineligible Conrad McRea, a basketball player, after an internal inquiry found that the university had violated NCAA rules in recruiting him.

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## International

Trinity College in Dublin—the Irish Republic's oldest university—is planning to increase its enrollment of students from Northern Ireland, which is part of the United Kingdom.

A warm welcome for students from the North was promised by Trinity's provost, Tim Mitchell, when he spoke at celebrations commemorating the granting of a charter to the college 400 years ago.

He said that Trinity was well equipped to contribute to a reconciliation between the island's opposing political traditions. It has a proud record in the area of religious tolerance and general freedom of thought and has evolved a wholly non-sectarian ethos, he said.

Trinity lists among its alumni Edmund Burke, Samuel Beckett, Oscar Wilde, Jonathan Swift, and Ernest T. S. Whelan, who shared the Nobel Prize in Physics in 1951.

Also, many Northern Irish leaders who want to remain the union with Britain were educated at Trinity.

"We believe that students of all persuasions from Northern Ireland will find, as they have always done in the past, a congenial academic environment at Trinity," said Mr. Mitchell. "We believe their presence and their experience here will be a force for greater understanding and reconciliation. We welcome them and will actively seek to recruit them in large numbers."

As recently as three decades ago, up to one-third of Trinity's students came from the North. But the numbers have dropped off sharply, particularly since the latest round of "troubles" began more than 20 years ago. Now fewer than 200 of Trinity's 9,200 students are from Northern Ireland.

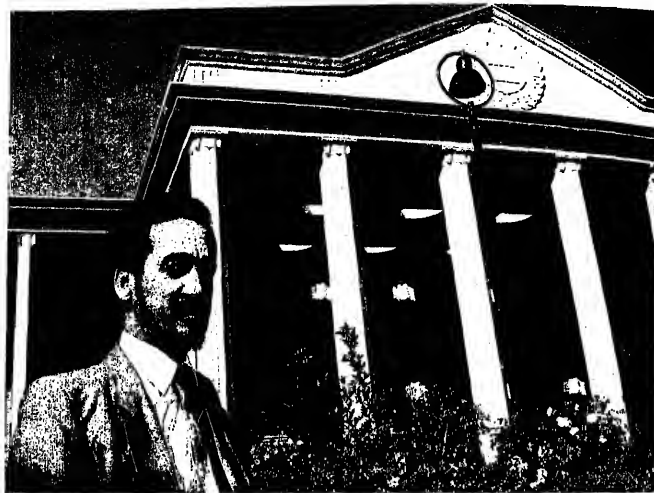
Mr. Mitchell told his audience that he was anxious to increase the number to between 600 and 800 over the next few years.

He also said he wants students from the North to be representative of both political positions—nationalist and unionist.

Six Jesuits from the University of Central America in El Salvador who were murdered in 1989 have been posthumously awarded \$100,000 by a Texas-based human-rights organization. The fund, which will be used to endow a professorship at the San Salvador university, was established to honor the memory of the Jesuits, who were killed by Salvadoran soldiers in a massacre on the campus. Two military officers were convicted but fell on charges stemming from the killings.

The grant was made by the Carter-Menil Human Rights Foundation, which was co-founded by former President Jimmy Carter. The funds will support an endowed chair at the university's new human-rights institute.

The foundation also awarded a total of \$70,000 to 15 other people involved in human-rights work in Latin America.



EDW. HEALY FOR THE CHRONICLE

## British Election Puts Spotlight on Higher-Education Issues and Importance of Votes by Professors and Students

By DAVID WALKER

LONDON If next week's general election in Britain were to be decided by the votes of students and their professors, the Labor Party would emerge the clear victor, according to surveys of voter preferences.

Labor has been the consistent preference of a majority of professors and has led in two successive polls of students.

In national opinion polls, however, the Labor and Conservative parties are running neck and neck, and it is likely that neither will come out of the election with a majority of seats in the House of Commons.

The votes of academics and students may be of particular importance in a number of districts that are home to university campuses and where incumbent Conservative Members of Parliament face strong challenges. The cities of Bath, York, and Cambridge are among such districts. In Oxford East district, one of the few Labor representatives in the southern part of England faces a tough fight, and the votes of academics and students at both the University of Oxford and Oxford Polytechnic could help determine the outcome.

### Questions on Salaries and Finances

The election is taking place during the universities' Easter vacation, however, and that may mean students will vote in their home districts, reducing their potential impact. Under British law, students can choose to vote either in the city where their university is located or in their home district. Most students do not choose to

apply for the absentee ballot that would allow them to cast their preference in the university district even during vacations.

The Association of University Teachers is not making an official endorsement, but it is urging its 30,000 members to question candidates in the election on their position

**"Politicians are clearly ignorant or deliberately concealing the impact that the increase in student numbers will have" if universities are not given enough financial support.**

tions on faculty salaries and university financing.

In a statement, the association said that "politicians are clearly ignorant or deliberately concealing the impact that the increase in student numbers will have" if universities are not given enough financial support to maintain the quality of the system.

Labor and the Liberal Democrat Party are on record favoring a new government review of faculty pay, which the Tories oppose. Jack Straw, Labor's education spokesman, has said the way salaries for professors are now negotiated is cumbersome and should be replaced by a neutral panel that would judge the need for a salary increase according to the state of the economy and other factors. Labor would re-

spect the findings of the panel unless there were "compelling" reasons not to. The Conservative government recently rejected the idea of a pay-review panel for university professors. The Tories favor best pay bargaining between vice-chancellors and professors, based on supply and demand.

A key issue affecting students is the loan program introduced by the Conservative government in 1990. Labor's official platform highlights its commitment to abandon the student-loan program, but offers no specifics on what it would put in its place beyond pledging "a filter system of student grants and help for housing and vacation hardship." The statement refers to the abolition by the Conservatives of students' rights to apply to government welfare agencies for money during university vacations.

In their platforms, all the parties commit themselves to continue the expansion of higher education. Mr. Straw said Labor would want Britain to become the "academic powerhouse of Europe." Labor would double the number of students in the system within 20 years; the Tories promise an unspecified number of "extra enrollments" and an expansion of the loan program.

### Pledge by Tory Spokesman

Keith Hampton, a Tory higher-education spokesman, pledged that under Conservative government one in every three 18-year-olds would enter higher education by 2000. That effectively would mean the

Continued on Page A37

## South African Universities Seek Partnerships in U.S. and Other Countries

By LINDA VERGNANI

CAPE TOWN

As political reforms gather momentum in South Africa, more and more historically black and Afrikaner universities that long have been isolated from international contact are forming partnerships with higher-education institutions in the United States and other countries.

Academics and politicians here agree that such links—and the exchange program and scholarly cooperation that they typically will generate—could play a key role in the development of South African higher education and in lessening social inequality. This is especially true of additional relationships designed to increase the research and teaching capacity of the black universities.

Leaders across South Africa's higher-education spectrum say there is a desperate need for outside funds in such critical areas as academic support for disadvantaged students and staff development for lecturers. But while South African students

are grateful, they are wary of the

idea of "brain drain." "Everyone agrees that we need investment, but at what point? It really is a political question,"

and academics alike support the call for cooperation and financial assistance from institutions abroad, there is widespread disagreement among them on whether U.S. universities should yet re-invest in companies doing business here. Some higher-education leaders argue

is obvious the process of change won't be reversed."

However, spokesmen for the African National Congress and the South African Students Congress maintain that universities overseas should wait until an interim government is in power before rein-

**"The main thing is to create equal opportunities for all our people. Without investment from the rest of the world, we won't be able to get the economy of South Africa really going."**

vesting in companies trading in South Africa. John Samuel, head of the education department of the African National Congress, said the optimistic view was that an interim government would be in power by June, with the end of the year being the more conservative estimate.

According to reports in the South African press, government ministers thus far have been unwilling to set any sort of deadline for the transition to an interim government.

"As far as the question of sanctions is concerned, we definitely need invest-

ment in a future South Africa," said Robyn Ramet, president of the South African Students Congress. "But the international community should make it clear that there will be no investment until there is a transitional authority in place."

The student congress, known as SASCO, is a non-racial organization with branches at more than 120 universities, technical institutes, teacher-training colleges, and other institutions. Mr. Ramet said the student organization fully supported foreign universities' providing direct assistance to institutions in South Africa.

Continued on Following Page



## Crowded Universities Would Gain Autonomy With New Italian Law

By JANE MONAHAN

ROME A sweeping law that would give Italy's public universities much greater control over their own affairs will be one of the items of business awaiting the country's new Parliament, to be chosen in general elections next week.

The last Parliament dissolved before it could take action on the university autonomy law, but political and higher-education leaders are confident of the legislation's ultimate passage. The law is the final element in a package of reforms introduced over the past two years that many say are helping to reshape Italian higher education.

### Seeds in Earlier Plan

The wave of reform ironically had its seeds in an earlier plan to grant universities more autonomy. Two years ago, Antonio Ruberti, the Minister for Universities and Scientific and Technological Research, proposed giving public universities the right to seek external, private financing for the first time. The move sparked nationwide demonstrations by students, who protested that having companies and other outside organizations provide funds to higher education would inevitably lead to interference in university affairs and violations of academic freedom.

The students also seized the occasion to protest a lack of services and gross overcrowding at public universities. The some-

Continued on Page A39



## South African Universities Seek Partnerships to Ease Isolation

Continued from preceding page. In the past two weeks, he said, delegations of students and academics from Canada, France, and the Netherlands have visited South Africa and consulted with SASCU and other organizations about where aid should be directed.

### Argument for Investment

They van de Walle, president of the non-racial Union of Democratic University Staff Associations, which has about 5,000 members on 19 campuses, said he strongly urged American universities to invest now in campuses operating in South Africa. "We need to strengthen our growth rate in South Africa, and that in turn will have a positive impact" on higher education, he said. "I would argue that at this particular juncture, development is important and growth

**"The international community should make it clear that there will be no investment until there is a transitional authority in place."**

to the economy is important, and one ought not to wait for an interim government before it occurs."

Said Roger Burrows, the education spokesman for the liberal Democratic Party. "The referendum is a signal example of a sea change in the white population's thinking." He said he felt strongly that U.S. universities should reinvest in companies operating in South Africa and "get fully involved now. They should also be participating in academic and other exchanges with universities in South Africa."

Jakes Gerwel, rector of the University of the Western Cape, said the question of whether to reinvest in South Africa was not an educational one but a political one, which

investors should discuss with the major political actors. "Everyone agrees that we need investment, but at what point?" That really is a political question," he said. "I think everyone would think it could be sooner rather than later."

Mr. Gerwel said the need to invest in education was not a matter of political dispute, but he cautioned that links and exchanges with overseas universities needed to be carefully constructed with long-term goals in mind.

The University of the Western Cape, he said, had been "overwhelmed with approaches" for cooperation and linkages, and were actually becoming quite selective. "The university has decided that it will enter only into such partnerships with clear objectives" related to institution building, to "capacity building," as the World Bank calls it.

For example, he said, Western Cape had a productive relationship with the University of Missouri that was focused largely on building up the South African institution's academic development program. Major components of the partnership were faculty exchanges and joint research projects.

Mr. Gerwel said support eventually should be given to South Africa's historically black universities, whose needs were more apparent than those of other institutions. But, he added, "nation building is not an unthinking exercise. It's not about building anything at the historically white universities, including the Afrikaans universities."

### 'Quite Exciting Things'

Mr. Gerwel said some Afrikaans universities—including the University of the Orange Free State, which had been among the most conservative in the country—were now "doing quite exciting things" and were enrolling growing numbers of black students. "So these institutions should be maintained and developed as well," he said.

Ben Khooa, academic registrar



Cape Town's Maphela Ramphela: "For a long while the majority of black students will not be able to afford their fees."

of the black University of Fort Hare, said he would like to see exchanges of graduate students and lecturers. "Black universities need to raise their capacity for research, at least to a reasonable level of development that will enable them to count themselves among just the universities in South Africa," he said.

Mr. Khooa said he had invited experts from Cornell University, Michigan State University, the University of California at Davis, and the North Carolina Agricultural and Technical University to come to South Africa to help develop a full-time master's degree program in agriculture at the University of Fort Hare.

Mr. de Vries, the Stellenbosch rector, said his university—after years of isolation enforced by an international academic boycott—was now looking at proposals for exchange agreements with universities all over the world. "We are flooded with exchange proposals. I've got 10 or 11 proposals lying here right now," he said. Among them, he said, were proposals from the University of Leiden in the Netherlands, the Catholic University of Louvain in Belgium, and the University of Bordeaux in France.

Mr. de Vries said overseas universities could support and assist South African higher education through programs that would help academics here "be in contact with new developments in their fields."

### Call for Exchange Programs

John Samuel of the AUC said he would like to see more links between overseas universities and those in South Africa, including exchange programs and staff and professional development projects. But he stipulated that such pro-

grams of assistance should be designed in consultation with organizations in the country, such as the South African Students Congress and the Union of Democratic University Staff Associations.

Mr. Samuel said South African universities needed to take bigger steps to address the racial imbalances that exist in their staff and student populations.

"American and other universities need to consider those criteria when they enter into relation-

## Close British Election Puts Spotlight on Votes by Professors and Students

Continued from Page A36

by the end of the century student numbers would be double what they were in 1979.

That year is crucial in British political calculations. Since it was when Labor lost office and Margaret Thatcher came to power. She was ousted by Conservative Members of Parliament in 1990 and replaced by John Major. After initially emphasizing his own lack of academic credentials, Prime Minister Major's rhetoric has stressed educational opportunity.

### Labor Promises More Money

Labor promises to expand opportunities for adults to return to higher education, possibly by increasing grants for Open University programs. The party also pledges more financial support for "access courses" and programs to help students become better prepared for higher education.

Labor also promises to recognize financing for scientific research. Recent efforts by the party to present itself as financially responsible have led its spokesmen

ships with South African universities," added Mr. Samuel.

Maphela Ramphela, a physician who is deputy vice-chancellor of the University of Cape Town, declined to comment on "the political question" of when American universities should reinvest in companies that do business in South Africa. However, she said she believed that grant makers should invest directly in university programs, particularly those "to enable blacks and women to compete on an equal basis."

### Strained Resources

Dr. Ramphela, whose portfolio includes Cape Town's equal-opportunity programs, said that other areas she felt should be emphasized by overseas donors included academic support and financial aid for black students—"because for a long while to come, the majority of black students will not be able to afford to pay their fees."

She said the university's own resources were strained because of cuts in government subsidies, and it now is seeking outside support for its libraries. "We need support to be able to buy books for our libraries and to be able to subscribe to journals that are impossibly expensive," she said.

Asked whether the historically black institutions needed support more than the liberal, racially open universities, she said she rejected such an approach to the issue. "Each institution has its unique needs," she said, "and people wanting to support South African higher education should look at what each institution offers and choose what they feel is appropriate for them to support."

Dr. Ramphela said the argument that historically black universities should be supported over other institutions was "very destructive, because to kill off UCT because it happens to have better resources than Fort Hare is a nonsense idea. You can support both. You don't have to say 'either/or.'"

Mr. Samuel said South African universities needed to take bigger steps to address the racial imbalances that exist in their staff and student populations.

The Conservatives, in contrast, have tried to distance themselves from Mrs. Thatcher's legacy of spending cuts. The budget for scientific research is to increase sharply over the next three years. Even after allowing for inflation, spending on non-military research will, by 1994, be 30 percent higher than it was in 1980.

If neither the Tories nor Labor come out of the election commanding a majority in the House of Commons, the next government might need to rely on support from smaller parties in which academic influence might be strong.

Both the Scottish National Party and Plaid Cymru, the Welsh nationalist party, boast strong academic contingents. The Liberal Democrats have even gone so far as to promise to raise income taxes specifically to pay for extra education spending and they pledge to double student numbers within eight years.

International

International

## Italy's Crowded Universities Would Gain Autonomy Under New Law

Continued from Page A37

incident protests—which included many Italian campuses in early 1990 and shortly after mass arrests. But the issues on which the government opted for reforms that subsequently were adopted by the govern-

### Overcrowding Still an Issue

Two years after those protests, opinions about what a public university's autonomy should encompass are no longer an issue for Italy, says Franco Rizzi, the rector in charge of international relations at La Sapienza, the original University of Rome. The institution, whose ancient wisdom, claims to be the most overcrowded university in all of Europe—it enrolled 40,000 students in 1990-91. The city's students has resulted in changes aimed at easing the overcrowding there and at other campuses.

For every five universities in Rome, there are 67 public schools together enrolled all 1.8 million of the 1.3 million students entering the number of public universities in Italy guarantee that students will finish and get jobs at the end."

Italy's universities in an area not well served by public transit.

As a result, enrollment at Tur Vergata hovers around 10,000, while more than 180,000 students now attend La Sapienza, about 6.6 percent more than enrolled there five years ago. Mr. Rizzi, the vice-rector at La Sapienza, says the disparity can easily be explained: "La Sapienza is situated near the city center, Tor Vergata is in the sticks."

Mr. Rizzi says a principle running through all of the government's expansion measures is that the overcrowding and congestion in higher education should be solved not by breaking up existing universities and spinning off entire schools and faculties to become separate single-discipline centers, but by creating new, smaller uni-

versities. Mr. Rizzi says the latter approach is essential if institutions are to preserve their identity and culture as universities.

Easing the overcrowding by expansion is seen by many here as one way to help lower the astonishing dropout rate in Italian higher education. About 70 percent of all students who enter universities do not stay to complete a degree program, which usually takes five or six years.

"Italy's higher-education system is Darwinian," says Mr. Rizzi. "But limiting the number of students entering the public universities is to guarantee that students will finish and get jobs at the end. The 30 percent of students who do complete their course are now very hard indeed. They have done so against all odds."

The government has taken other steps to raise the numbers of graduating students and at the same time modernize the system. For instance, in anticipation of the European Community's move in 1993 to a single common market, the Italian government's three-year higher-education plan calls for the introduction of some 800 new, shorter courses of study in which students earn degrees or diplomas in two to three years. About 150 such programs in engineering, medicine, and business already are being introduced.

Mr. Rizzi says the shorter courses will insure that the type of student who now drops out of the public universities with nothing to show for the effort will, in the future of least, leave with some form of certification.

The new university in Rome, in open in the fall, will offer degree programs in architecture, economics, engineering, law, mathematics, natural sciences, physics, and political science. Rather than setting on one location for the university, the government opted for two campuses, both reasonably close to the city center: one in Vulco San Paolo, a district in the south of the city, and the other in the Santa Maria de la Piedal area, in the north. At the outset, classes will be held in rented buildings.

The rector at La Sapienza, Giorgio Tesco, says he is counting on the new university in Rome to help solve some of the problems at his campus, especially the overcrowding.

### Learning From Mistakes

The location of the new university's two campuses indicates that the government learned from its mistakes. In an earlier bid to ease the overcrowding at La Sapienza, the government decided 11 years ago to open a second public university in Rome, called Tor Vergata. But the city approved only one location for the university, which was miles from the center of Rome in an area not well served by public transit.

As a result, enrollment at Tor Vergata hovers around 10,000, while more than 180,000 students now attend La Sapienza, about 6.6 percent more than enrolled there five years ago. Mr. Rizzi, the vice-rector at La Sapienza, says the disparity can easily be explained: "La Sapienza is situated near the city center, Tor Vergata is in the sticks."

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The new university-autonomy law reverses an attempt to combine the philosophies of a European welfare state with a market economy," says Mr. Rizzi. "What is not clear yet, however, is which philosophy will prevail."

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In addition, the degree reform seeks to correct some of the distortions that now exist in Italian higher education between the courses of study most popular among students and the qualifications in greatest demand in the labor market. In 1989-90, for example, Italy's universities produced 12,000 lawyers but only half that number of engineers—but there is a shortage of engineers while many lawyers are unemployed. Similarly, studies at the ministry for universities reveal that public universities are now producing fewer pharmacists, agronomists, and technical instructors than the market needs.

Steering Clear of Protest

Faculty members at public and private universities alike say the reforms and expansion plans are proof that the government wants to avoid, at all costs, a repetition of the nationwide student protests of two years ago.

But beyond that, Mr. Ruberti's policies reflect pressures to make Italian universities more efficient. Indeed, top academic and government officials credit the minister for providing the leadership that has long been needed to shake up higher education. Mr. Ruberti,

who has remained in his post in the caretaker government, is standing for a seat in the new Parliament. He is expected to retain his cabinet post in what will probably be yet another coalition government.

Fabrizio Maturazzo, who has responsibility for universities at the Ministry of Public Instruction, says students have accepted the reforms largely because their own concerns have been met. For example, the government agreed to make a concession to students and wrote a guarantee into the proposed new autonomy law that states: "The essential workings of a public university, including paying for faculty and non-faculty salaries, and for research and infrastructure, will go on being guaranteed by the state."

### Student Concerns Eased

"As a result," Mr. Maturazzo says, "giving private financing to a public university is seen as something extra, and the risks of a private company's influencing the content of university courses—which is what concerned the students so much—are now minimized."

In addition, under the autonomy law, students for the first time will have a formal role in the governance of the public universities. The law provides for the formation of a new student senate on each campus that will have a say in matters relating to courses, schedules, academic assessment, and student services.

The legislation also includes provisions to make higher education

**"The new university-autonomy law represents an attempt to combine the philosophies of a European welfare state with a market economy."**

more accessible to Italians regardless of their social and economic circumstances.

All in all, the framework seems to be set for more students to enter Italian public universities, not fewer.

### Increasing Efficiency

Against this background, the government hopes to increase the efficiency of the universities by allowing, under the new autonomy law, a total of six representatives from regional and provincial governments and companies to place of the administrative councils of state universities. This comes after criticism that public-university management, and the administration of the budgets at those institutions, has been lax.

The new law also includes a proposal to set up, for the first time, an independent body of outside experts charged with monitoring the use of public funds at the universities.

"The new university-autonomy law represents an attempt to combine the philosophies of a European welfare state with a market economy," says Mr. Rizzi. "What is not clear yet, however, is which philosophy will prevail."

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YALE UNIVERSITY continues to cope with its financial difficulties (*The Chronicle*, March 25). Frank A. Turner, provost since 1988 and chief organizer of the university's "restructuring" committee, announced last week that he would return to full-time teaching and research in the history department at the end of this academic year.

He will be succeeded as provost by Judith S. Rodin, a professor of psychology and of medicine and psychiatry who became the first woman dean of the university's Graduate School of Arts and Science last July. She will be the highest-ranking woman academic officer in the Ivy League—but not the first female provost at Yale University. Hanna H. Gray held the post before becoming president of the University of Chicago in 1978.

In his letter of resignation, Mr. Turner said he looked forward to continuing his work in British and European intellectual history. "I take much encouragement from the example of John Henry Newman, who wrote his most important books after having been a university administrator," he said.

In announcing the selection of Alexander M. Sanders, Jr., as the next president of the College of Charleston, Joe E. Berry, Jr., chairman of the college's Board of Trustees, said, "The board is very happy to have a person who shares Sanders's caliber as the next president." Some members of the faculty and staff are not so happy—as Mr. Berry seemed to acknowledge by continuing, "The board received numerous written comments from faculty and staff, all of which were considered and discussed."

The presidential search had been contentious from the outset, and the faculty recently requested a delay in the naming of a president "in order to provide for faculty input after the candidates have been interviewed." Critics cited Mr. Sanders's lack of experience in higher-education administration and his political connections to members of the board. A former member of the South Carolina legislature, Mr. Sanders has been chief judge of the South Carolina Court of Appeals since 1983 and has taught in the law schools at the University of South Carolina and Harvard University.

Mr. Sanders will succeed Harry M. Lightsey, Jr., on October 1.

Also named to a presidency was Joseph D. Olander, who resigned in September 1991 as the chief executive of Evergreen State College following a long dispute over his academic credentials. Mr. Olander, who earlier served as vice-president of the University of Texas at El Paso, will become president of Teikyo Westmar University in Iowa on May 1. The university was formed when Westmar College merged with Japan's Teikyo University in 1990.

When Beatrix A. Hamburg succeeds Robert J. Hagerty as president of the William T. Grant Foundation in July 1, she will join her husband as president of a national foundation. David A. Hamburg is president of the Carnegie Corporation of New York.

James Boren, founder of the International Association of Professional Bureaucrats and political-science scholar, is once more running for President. He last ran in 1984. His campaign literature is headed "Honest Jim Boren for President—the grandpa from Tahlequah. I have what it takes to take what you've got."

## Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS



Ellen S. Hurwitz  
Albright College

Sheila E. Megley  
Salve Regina University



Beth I. Warren  
Cornell University



Susan Resneck Parr  
University of Puget Sound



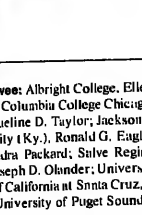
Diane Carey  
Napa Valley College



Edwin B. Strong, Jr.  
Coker-Strom College



John T. Park  
University of Missouri at Rolla



**New college and university chief executives:** Albright College, Ellen S. Hurwitz; College of Charleston, Alexander M. Sanders, Jr.; Columbia College Chicago, John B. Duff; Fullerton-Montgomery Community College, Jacqueline D. Taylor; Jackson State University, James E. Lyons, Sr.; Morehead State University (Ky.), Ronald G. Eaglin; Napa Valley College, Diane Carey; Oakland University, Sandra Packard; Salve Regina University, Sheila E. Megley; Teikyo Westmar University, Joseph D. Olander; University of California at Riverside, Raymond L. Orbach; University of California at Santa Cruz, Karl S. Pister; University of Missouri at Rolla, John T. Park; University of Puget Sound, Susan Resneck Parr.

**Other new chief executive:** William T. Grant Foundation, Beatrix A. Hamburg.

### Appointments, Resignations

Lois Anderson, director of the student center at Pittsburg State U., to director of the student union at California State U.-San Francisco.

William D. Anthon, Jr., associate director for development at North Carolina Museum of Art (Raleigh, N.C.), to vice-chancellor of advancement at U. of North Carolina at Wilmington.

John A. Asaneto, assistant professor of surgery at Temple U., to associate professor of surgery and chief of the Division of Trauma Surgery and Surgical Critical Care at Hahnemann U.

Nancy Biele, executive director of Project International English at Virginia Commonwealth College System, to chair of the humanities division at the London campus of Northern Virginia Community College.

Hugh W. Bonner, program director at Texas Higher Education Consulting Board, to

associate dean of the school of allied health at Texas Tech U.

Roger Brown, director of development at Yale U., to vice-president.

Diane Carey, vice-president for instruction at Napa Valley College, to president and superintendent.

Michael J. Clancy, assistant dean for student development at Cleveland College of U. of Cincinnati, to assistant provost for student services at New Mexico State U. at Corvado.

Robert Dooling, professor of education and director of Deane College, also to dean of academic programs in education and administrative arts.

John B. Duff, commissioner of Missouri Public Library and former chancellor of Massachusetts Board of Regents of Higher Education, to president of Columbia College Chicago, effective in August.

Ronald G. Eaglin, chancellor of Coastal Carolina College of U. of South Carolina, to president of Morehead State U. (Ky.).

D. Gregory Falkland, vice-president for development and external affairs at Louisiana U., to vice-president for development and alumni programs at Weavertown U.

Frank Frankfort, program director for core curricula in the Division of Education, Programs at National Endowment for the Humanities, to dean of arts and sciences at Hood College.

David E. Hirsch, former member of the medical faculty at U. of Vermont, to associate professor of surgery and director of the division of surgical immunology and transplantation in the medical school at East Carolina U.

J. William Hinesman, dean of administration at Schenectady County Community College, to vice-president for administration at State U. of New York College of Technology at Delhi.

Ellen S. Hurwitz, provost and dean of the faculty at Illinois Wesleyan U., to president of Albright College.

Thomas H. Kim, president of McMurry U., has announced his retirement, effective May 31, 1993.

Harold Leggett, vice president for academic affairs and dean of the college at Lake Erie College, to interim president.

Shirley Latta-Burkhardt, director of admissions at Florida Atlantic U., to director of admissions and enrollment management.

Continued on Following Page





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## Point of View

By Thomas P. Wallace

**S**INCE THE 1950's, American public higher education has grown astonishingly. It has seen its mission expand broadly, and its most standard has significantly improved the quality of its programs. Inevitably, higher costs have followed. Now quality instruction and scholarship are being threatened by the unwillingness of state legislatures to provide sufficient appropriations to support the country's mature system of public higher education.

The expansion of the scope and missions of state colleges and universities has not been accompanied by a comparable evolution in fiscal policies and practices. An inability to abandon outmoded principles—such as low public-college tuition and heavy reliance on state tax revenues—has created a national crisis for the financing of public higher education, preventing institutions from reaching their full potential and denying many low- and middle-income students access to a full range of educational options.

Public higher education must overhaul its policies and financial strategies if it is to become truly affordable once again and provide adequate access for students from all economic backgrounds. The 1990's mindset that assumes that state tax revenues should provide almost all of a public institution's budget must be abandoned.

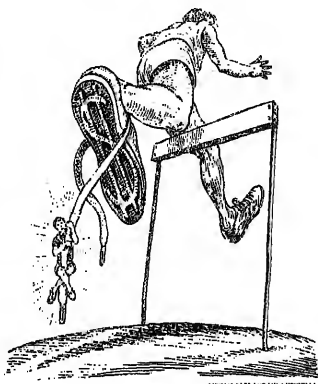
We must acknowledge that states no longer can or will provide the bulk of public colleges and university budgets. Consequently, we also must modify the historic low-tuition philosophy used to set prices at our public institutions. While I recognize how controversial such a recommendation is, I think a strong case can be made for a shift to a high-tuition policy, with much of the state budget devoted to higher education.

This approach, used by many private colleges, has achieved the appropriate correlation between costs and family income, a correlation that unfortunately has eluded state institutions. The basic principle of public higher education should be that all qualified students, regardless of family income, should have access to any state college or university. The reality, however, is that students increasingly are being lumped according to family income into two-year and four-year commuter colleges and residential universities. In the future, budget planning must directly and formally link students' costs, students' needs for financial aid, the ability and willingness of the legislature to provide tax revenues, and realistic calculations of the revenues that institutions need to perform their missions.

Over the years, too many college leaders have clung to the myth that public higher education can accomplish its goals in a framework of low tuition and declining tax support. But this policy has not and will not provide a satisfactory fiscal strategy for state colleges and universities in coming years. Costs at public institutions already have exceeded what low- and middle-income families can afford to pay, and costs will continue to increase.

Yet the tuition increases, which have sometimes been called irresponsible by the news media and the general public, were necessary because of the decline in state tax support. From 1971 to 1990, for example, tuition at Illinois State University increased 225 per cent; state tax support increased by only 100 per cent, and the Higher Education Price Index increased by 189 per cent. In Illinois, tax support for public universities declined 4.5 per cent in constant dollars from 1980 to 1990, while the number of degrees conferred increased 7 per cent. Yet public universities in Illinois, as in other states, are under attack for supposed lagging productivity.

Many higher-education leaders behave as if state legislatures will invest enormous sums of tax dollars in higher education as soon as the economy improves. The reality is that neither the dollars nor the will to be generous to higher education has existed within many state legislatures for some time. Historically, the pro-



### The Inequities of Low Tuition

Outmoded policies have created a national crisis in financing

portion of state budgets devoted to higher education reached a maximum of 23.5 per cent in 1968 and steadily declined to 18.3 per cent in 1990. There is reason to expect this decline to continue, given widespread voter opposition to tax increases and the fiscal pressures exerted by other more politically attractive issues, such as needs for improved health care, prisons, and programs for the elderly.

We must add to this analysis the fact that low public-university tuition provides an inequitable and unneeded subsidy for higher-income families, from which a large portion of public-college students come. Further, in several states, including Illinois, lower-income families pay a higher proportion of their incomes in state taxes than do wealthy families. For example, when all sources of state taxes are considered, the poorest 20 per cent of Illinois residents paid 16.5 per cent of their income in state taxes in 1991; the wealthiest 20 per cent paid 8.5 per cent, and the top 1 per cent paid 4.9 per cent. The result of such regressive state tax structures is that wealthy families with significant disposable income have access to high-quality public colleges at tuition rates that are far below full cost and that are subsidized to a greater extent by lower-income families.

Illinois State University receives approximately \$63-million in state tax support for approximately 22,000 students, a tuition subsidy of about \$2,800 for each student. This tax support permits the university to charge a tuition \$2,800 less than the real cost. The 11 per cent of its students with family incomes exceeding \$100,000 a year benefit from this tuition subsidy equally with the 33 per cent of the students whose family incomes are under \$30,000. At Illinois State University, where students' average family income is almost \$60,000, 46 per cent of the students have sufficient resources to pay the \$7,700 charged a resident student, according to federal guidelines on what families can afford to pay, and 34 per cent could afford the full \$10,500 cost (\$7,700 plus the \$2,800 state subsidy).

The National Center for Education Statistics estimated that states spent \$8.6-billion in academic 1986-87

for tuition subsidies for public-university students who did not have financial need. That year, \$8.6-billion would have financed the whole Pell Grant program at its \$3.6-billion level and left \$5-billion for grants to replace student loans or for other purposes.

A new financing model based on high tuition and high financial aid (which I call the "high financial aid-tuition equity model") could provide both the revenue that institutions need and more assistance for financially needy students. This model requires that much higher tuition be charged in order to collect a greater percentage of the full educational costs from students who can afford to pay them. It also requires that a significant portion of the added tuition revenue be used for grants to low-income and lower-middle-income families to help them pay the higher tuition. While an institution would have a higher "sticker price," the "real cost" would vary more dramatically within an institution's student body, based on the ability to pay, than is now the case in public institutions.

According to this model, current tax subsidies for institutions would continue, but public policy would be modified to create a "secondary subsidy" for needy students—the grants derived from the increased tuition revenue. Critics of this model point out that legislators could take advantage of this approach to further reduce state appropriations to public colleges and universities. Given the gradual reduction in the proportion of state budget derived from tax revenues—from 93 per cent in 1970 to 65 per cent today—how much longer can public higher education persist in the expectation that legislatures will return to the old patterns of support?

History teaches only if it is read and used for future strategies. How unaffordable must a residential public university become before the risks and problems associated with new financial approaches look more promising than the old methods that aren't working?

As an example of such a strategy, during the 1988-89 academic year, the average unmet need for student financial aid at ISU was \$392 a student. If tuition had been \$250 a semester higher, with 40 per cent of the increased revenues committed to student aid, the average unmet financial need for each student would have been reduced 67 per cent, to \$129. An additional \$6.4-million (a 6.7-per-cent increase in what the state appropriated) would have been available for university operating expenses.

**L**AST FALL, the University of California system, facing a \$295-million budget shortfall, increased tuition (called a fee in California) by 40 per cent, or \$650. Twenty per cent of the tuition increase was used for student grants of up to \$650. This resulted in students with family incomes of less than \$30,000 receiving the full \$650 grant, fully covering the tuition increase. Students with adjusted family incomes exceeding \$30,000 received decreasing amounts of assistance, according to income levels.

Using the California model, if ISU tuition had increased \$650 in 1988-89, with 25 per cent of the additional revenue devoted to student assistance, 29 per cent of the undergraduates would have received grants totaling \$3.2-million, and the university's operating budget would have increased \$9.4-million, a 9-per-cent increase over state appropriations.

Clearly, the nation is witnessing a significant erosion of the financial foundation of public higher education. New financial strategies must be found. One such strategy, the higher-tuition and high-financial-aid model, can provide additional operating dollars, shield low- and middle-income families from tuition increases, and limit the need for additional state tax support, which is, and will continue to be, in short supply.

Thomas P. Wallace is president of Illinois State University.